Auswirkung der Globalisierung und IT-Offshore Dienstleistungsindustrie auf Deutsch als Fremdsprache Unterricht in Indien: Eine Studie

Thesis submitted to Jawaharlal Nehru University
for the award of the degree of

Doctor of Philosophy

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2017

DECLARATION

I declare that the Thesis entitled "**Auswirkung der Globalisierung und IT-Offshore Dienstleistungsindustrie auf Deutsch als Fremdsprache Unterricht in Indien: Eine Studie**" submitted by me for the award of the degree of **Doctor of Philosophy** of Jawaharlal Nehru University is my own work. The Thesis has not been submitted for any other degree of this University or any other University.

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CERTIFICATE

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Einleitung

Das Ausbildungssystem eines Landes steht in einem wechselseitigen Verhältnis mit der wirtschaftlichen, sozialen und kulturellen Lage der Gesellschaft. Soziale Veränderungen und Neuigkeiten beeinflussen die Ausbildungspolitik eines Landes. Des Weiteren wirken sich Veränderungen von Ausbildungszielen und der jeweiligen Ausbildungspolitik auf die soziale und wirtschaftliche Aspekte eines Landes aus. Es herrscht eine wechselseitigwirkende, dynamische Beziehung zwischen dem Ausbildungsystem und dem Grad der gesellschaftlichen und wirtschaftlichen Entwicklung.

Der Unterricht des Faches „Deutsch als Fremdsprache"(DaF) ist ein Teil des indischen Ausbildungsystems. Der Deutschunterricht ist zudem Teil des sekundären und tertiären indischen Ausbildungssystems. In dieser Studie wird der DaF Unterricht als ein Teil des indischen Ausbildungssystems im dritten Bildungsbereich erforscht. Der Schwerpunkt liegt auf desssen dynamischer Beziehung mit dengegenwärtigen sozio-wirtschaftlichen Bedingungen Indiens. DaF Kurse, die von indischen Universitäten und Hochschulen angeboten werden haben Einfluss auf die Globalisierungsdynamik, die IT-Offshore-Dienstleistungsindustrie, den Tourismussektor,die Informationstechnologien und die Wissensgesellschaft. Die gegenseitige Beziehung zwischen dem Fremdsprachenunterricht und der globalisierten indischen Wirtschaft nach 1991 sowie deren Reflektionen im indischen DaF Curricula stehen im Folgenden im Fokus.

Die *Education Commissions* des unabhängingen Indiens hat die zentrale Rolle der Erziehung und Ausbildung für die nationale Entwicklung betont. Der Erwerb von Fremdsprachen wurde als ein wichtiger Teil für die nationale Integration und Entwicklung festgelegt:

> "The most important and urgent reform needed in education is, to relate it to the life, needs and aspirations of the people and thereby make it a powerful instrument of social, economic and cultural transformation necessary for realisation of the national goal"(Kothari Commission.1964-66).

Die *Knowledge Commission of India* (NKC Report, 2008), die nach der Globalisierungspolitik etabiliert wurde, identifizierte drei Hauptgebiete: Die Realisierung der demographischen Dividende, die Reduzierung der sozialen Ungleichheit (diparities) und die Förderung einer nachhaltigen wirtschaftlichen Entwicklung in Richtung Wissensgesellschaft. Die Fachliteratur

diagnostiziert in diesem Kontext fünf Arten von Weltanschaungen: einen akademischen Rationalismus, sozialwirschaftliche Effizienz, Lernerzentriertheit, sozialer Rekonstruktionismus und kultureller Pluralismus. Diese beeinflussen die Zielsetzungen der Hochschulpolitik. Dem Akademischen Rationalismus zufolge (Richards Jack C 2001,s.114) und im Sinne des klassischen Humanismus (Finney Denise 2001,s.70) soll der Curriculum berücksichtigen, welche Rolle das Fach für die Entwicklung des Intellekts sowie für die Förderung humanistischer Werte und rationaler Denkweisenspielen kann. Das Verständnis des Inhalts wird als Selbstzweck und nicht als Mittel in sozialer Hinsicht gesehen. Dagegen unterstreicht die sozialwirtschaftliche Effizienztheorie den sozialen Aspekt einer Ausbildung. Diese Theorien konzentrieren sich auf die Bedürfnisse von Individuum und Gesellschaft. Die Theorien, die Lernerzentriertheit in den Vordergrund rücken, fokussieren Lernerbedürfnisse, die Rolle der Eigenerfahrung, die Stärkung des Selbstbewusstseins sowie die Förderung eines kritischen Denkens. Die Sozialrekonstruktion setzt den Schwerpunkt auf die Identifizierung und Überwindung sozialer Probleme durch eine Förderung der Lehrenden und Lernenden. Dies soll eine kritische Pädagogik leisten können. Der kulturelle Pluralismsus stellt die Bekämpfung des Rassismus und die Stärkung des Selbstwertgefühls von Minderheiten in den Fokus. Eine Richtungsänderung im Bereich der Ausbildungsziele der Hochschulbildung ist erkenntbar im Bericht der *Knowledge Commission of India.* Wie stark ist der DaF Unterricht in Indien im Globalisierungszeitalter davon betroffen? Welche Ausbildungsziele sollen im indischen Fremdsprachenunterricht erfüllt werden? Welche Auswirkungen haben die Globalisierung und die IT Offshore Dienstleitnsungsindustrie im Fremdsprachenunterricht in Indien und wie können diese die effiziente Gestaltung des Unterrichts beeinflussen? Diese Arbeit zeigt Möglichkeiten und Richtungen auf.

Sie ermöglicht, die DaF Kurse der indischen Hochschulbildung in einen Zusammenhang mit der Globalisierung zu bringen. Obwohl die indische Bildungspolitik in den letzten Jahren Qualität gewann, schneidet Indien im Vergleich mit China schlecht ab. In China wurden innerhalb von den letzten drei Jahren 1250 neue Universitäten gegründet. Indien braucht 1500 Universitäten bis zum Jahr 2015, um die Studentenaufnahmequote von mindestens 15% zu sichern (NKC report,s.54). Wie wirken sich solche Vergrösserungsversuche auf die indischen DaF Kurse aus? Welcher Einfluss hat die Eigennutz-Gemeinnutz Debatte auf den indischen DaF Unterricht? Ist

die Privatisieung der Hochschulbildiung in diesem Sektor hilfreich? Die Fragen haben im Zuge der Globalisierung zunehmend an Bedeutung gewonnen. Empirische Untersuchungen des indischen Fremdsprachenunterricht setzen sich mit diesen Fragestellungen auseinander.

Diese Studie ist in drei Kapitel aufgeteilt. Im ersten Kapitel wird die Hochschulbildung in Bezug zu den Globalisierungdebatten und der Wisssensökonomie gesetzt. Das Kapitel besteht aus drei Teilen. Im ersten Teil geht es um die Globalisierung und ihre Dimensionen. Der zweite Teil analysiert die Rolle des Wissens in den Debatten der Wissensökonomie. Im dritten Teil werden die Auswirkungen untersucht, die die Globalisierung auf die Hochschulbildung hat. In diesem Teil werden Aspekte wie Massifizierung, Privatisierung, Automatisierung, Standardisierung behandelt. Zudem werden Informations- und Kommunikationstechnologien im indischen Hochschulsystem beleuchtet.

Das zweite Kapitel stellt drei Wirtschaftssektoren vor, die den Fremdsprachenerwerb in Indien fördern. Wie weit sich die Beschäftigungschancen auf den Fremdsprachenerwerb auswirken steht hier im Mittelpunkt der Analyse. Es wird zudem eine Schätzung vorgelegt, wie sich der Personalbedarf von Deutschexperten entwickeln könnte. Das dritte Kapitel setzt sich mit der empirischen Forschung auseinander und fokussiert, wie sich Globalisierungs- und IT Offshoreprozesse im Dienstleistungssektor auf den Fremdsprachenunterricht in Indien auswirken. Es werden Datenauswertungen kritisch beleuchtet, die Zukunftsprognosen über den Fremdsprachenunterricht in Indien vorlegen. Dananch wird untersucht, welches Potenzial eine Förderung der transkulturellen Kompetenz im indischen Fremdspdrachenunterricht bringt.

Kapitel 1

Globalisierung, Wisssensgesellschaft und Hochschulbildung

Dieses Kapitel stellt die Hochschulbildung vor dem Hintergund von Gloalisierungs- und Wissensgesellschaftsdebatten dar. Nach der Einführung zum Thema der Globalisierung werden die Konzepte von Wissensgesellschaft vorgestellt. Danach wird die Hochschulbildung in Bezug auf Globalisierung und Wissensgesellschaft analysiert. Dazu gehören die Diskussionen zu Massifizierung, die Gemeingut-Eigengut-Debatte, Privatisierung, Kommoditization, Standardisierung und Information sowie Kommunikationstechnologien.

1.1 Geschichtlicher Hintergrund der Globalisierung

Globalisierung als ein Prozess im wirtschatlichen Bereich, bei dem Güter und Dienstleistungen, die in einem Land herstellt werden, in einem anderen Land konsumiert werden und umgekehrt, ist keinesfalls ein neues Phänomen. Obwohl der Prozess der Interdependenz zwischen den Länder sehr alt ist, blieb er nicht immer linear. Der Prozess und das Tempo schwankten mitunter wesentlich. Nach dem zweiten Weltkrieg, die Errichtung von ‘Bretton Woods Abkommen’ verfesstigte sich der Prozess der Integration von Ökonomien und des uneingeschränkte Güterwechsels und der Dienstleistungen. Am 22. Juli 1944 haben die Regierungen der damaligen ‘Freien Welt’ Vereinbarungen unterzeichnet, die ein neues Währungsystem, Institutionen für die wirtschaftliche Rekonstruktion und Regulierung einführten, und die Grundlage für den internationaler Handel vorbereiteten. Henry Morgenthau stellte die Stimmung von Bretton Woods Abkommen wie folgend zusammen:

> “Collective measures to safeguard world populations from threats to peace [...] must not rest solely on an international system that manages disputes and prevents aggressions, but also on economic co-operation among nations aiming to prevent and eliminate social and economic maladjustments.” (Huwart J.Y & L.Verdier 2013, s.30).

Die Vereinbarungen stabilisierten die wirtschaftliche Zuzammenarbeit zwischen den Mitgliedsländern. Im Jahr 1945 wurde die UNO nach dem Ende des zweiten Weltkrieges von 51 Staaten gegründet, und im Jahr 1952 erfolgte die Gründung der Europäischen Gemeinschaft. Die ersten interkontinentalen und transatlantischen bzw. transpazifischen Handelsabkommen sind zu dieser Zeit entstanden. Nach seiner Unabhängigkeit gehörte Indien zum freien Block und hat bis 1990 ein gemischtes Wirtschaftsmodel eingeführt. Mit dem Ende des Kalten Kriegs 1991 erreichte der Globalisierungsprozess einen neuen Durchbruch. Das Neue des

Globalisierungsprozesses der 1990er Jahren ist das Ausmaß, wodurch die Regierungen den Internationalhandel durch ihre Liberalisierungspolitik, bilaterale und multilaterale Verträge fördern. Im Jahr 1991 hat auch Indien seine Märkte für die multinationalen Firmen geöffnet. Die drei Säulen dieser Wirtschaftspolitik waren Liberalisierung, Privatisierung und Globalisierung.

1.1.1 Begriff der Globalisierung

Heute versteht man unter der Globalisierung die Integration von Ökonomien, Industrien, Märkten, Kulturen und Politik zwischen den Staaten der ganzen Welt. Es ist ein Prozess, bei dem die nationalen und regionalen Ökonomien, Gesellschaften und Kulturen in ein globales Netzwerk von Handel, Kommunikation, Immigration und Spedition integriert werden. Unter der wirtschaftlichen Globalisierung versteht man die uneingeschränkte Bewegung von Gütern, Dienstleistungen und Menschen zwischen den Nationen. In seinem Buch '*Globalization and its Discontents'* definierte Joseph Stiglitz wirtschaftlichen Globalisierung wie folgt:

> "…the closer integration of the countries and peoples of the world which has been brought about by the enormous reduction of costs of transportation and communication, and the breaking down of artificial barriers to the flows of goods, services, capital, knowledge, and (to a lesser extent) people across borders." (Stiglitz, 2002, S.9).

Letztlich wurde der Begriff ausgeweitet und umfasste auch Kultur, Medien, Technologien und politische Faktoren. Gerhard Preyer bezeichnet Globalisierung als einen multidimensionalen Prozess, der wenigstens ökologische, kulturelle, wirtschaftliche, politische und medienbezogene Dimensionen beinhalte. (Preyer, s.3). Nach Nayef umfasst der Globalisierungprozess die Gründe und Konsequenzen der transnationalen und transkulturellen Integragtion von menschlichen und nicht menschlichen Tätigkeiten (Al Rodhan 2006, s.5). Stets wachsender Vekehr von Gütern, Dienstleistungen und Menschen auf der ganzen Welt verstärkt die Kontakte zwischen sozialen Gruppen und kulturellen Identitäten. Giddens bezeichnet mit Globalisierung die Verschärfung der soziale Beziehungen in der Welt und deren Einfluss auf die lokale Ereignisse:

> "Globalization can thus be defined as the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa. (...) Local transformation is as much part of globalisation as the lateral extension of social connections across time and space" (Giddens 1990, S.64).

Verstärkung der sozialen Beziehungen zwischen entfernten Gesellschaften führten engeren Kulturkontakten. Bei der kulturellen Globalisierung spielen die Medien eine bedeutende Rolle.

> "Electronic media gives the new twist to the environment within which the modern and the global often appears as the flip slides of the same coin"(Appadurai .1996, s.3).

Mit der 'Scapes-Theorie' behauptet Appadurai, dass die Globalisierung keine Homogenisierung der Kulturen ist; vielmehr ist es die 'Globalization', die wegen der Bewegung von Menschen über kulturelle und nationale Grenzen hinweg in Technlogiefluss 'techno-scapes', bei der Ökonomie in 'finance scapes', bei den Medien in 'Media scapes' und schließlich bei der Ideologie in 'ideo-scapes' resultieren. Dieses Fliessen durch die 'scapes' ändert die Konzeptionen von 'Zentrum' und 'Umkreis' von Kulturen, und schafft Vorstellungswelten, die von verschiedenen Völkern und Gruppen erzeugt werden (Appdurai 1996, s.33). Nach Sengupta kann die Globalisieung in zwei Kontexte, wirtschaftliche und nicht-wirtschaftliche, definiert werden, die nicht sehr weit von einander entfernt sind. Kulturelle, politische und historische Dimensionen der Globalisierung könnte man innerhalb des Nicht–wirtschaftlichen Kontexts unterscheiden. In der Realität wirken aber verschiedene Dimensionen der Globalisierung zusammen und solche Unterteilungen können irreführend sein. (Sengupta 2001, s.3138).

1.1.2 Wirtschaftlicher Aspekt der Globalisierung

Die Entwicklungen im Bereich von Gütertransport, Informationstechnologie, Weltpolitik, und Handel beschleunigten das Tempo der Globalisierung. Dabei darf jeder Faktor, der die Globalisierung vorantreibt, nicht isoliert betrachtet werden, sondern muss im Zusammenhang mit den anderen gesehen werden, weil diese voneinander abhängen, und sich in ihrer Wirkung gegenseitig verstärken. Die Kausalerklärungen der wirtschaftlichen Globalisierung gründen im klassischen Liberalismus der zweiten Hälfte des 19. Jahrhunderts. Dieser Zeitraum bezeichnet die Urbanisierung und Industrialisierung der bisherigen Agrarökonomie und feudalistischen Gesellschaftsordnung der europäischen Staaten. Liberale Ansätze streben nach freiheitlichen, auf die Individualität des einzelnen Menschen ausgerichteten Ordnungen zur Bewältigung der gesellschaftlichen und wirtschaftlichen Arbeitsteilung. Nach dem Liberalismus soll der Staat die Freiheitsrechte der Menschen schützen. Der Staat soll in die Wirtschaft nicht eingreifen, sondern als Beobachter fungieren, und alles dem freien Spiel der wirtschaftlichen Kräfte überlassen. Konsequenzen waren schnelle wirtschaftliche Aufwärtsentwicklungen, worauf Wirtschaftskrisen

folgten. Karl Marx kritisierte diese Form der Wirtschaftsordnung und nannte sie Kapitalismus, und prognoszierte eine Globalisierungstendenz des Kapitalismus. “Das Bedürfnis nach einem stets ausgedehnteren Absatz ihre Produkte jagt die Bourgeoisie über die ganze Erdkugel. Überall muss sie sich einnisten, überall anbauen, überall Verbindungen herstellen” (Marx und Engels 1848, s.4). Die keynesianische Theorie kritisierte die unsichtbare Hand der Marktlogik des klassischen Liberlaismus. Ihr zufolge verursachte der klassische Liberalismus den Wirtschaftszyklus von Wachstum und Rezession, ohne aber fähig zu sein, effektiv mit der Rezession umzugehen. Keynes analysierte die Beziehung von Zinsen und Arbeitslosigkeit, und schlug vor, dass die Staaten durch eine wirkungsvolle Fiskalpolitik und Geldpolitik eine Verbesserung der Realeinkommen, ein höheres Lebensniveu, stabilere Gesellschaftsordnungen sowie eine Vollbeschäftigung durch den Liberalismus erzielen können. Die keynesianische Theorie gab die Maßstäbe vor, wie und wann durch staatliche Interventionen Rezession überwunden werden kann. Die keynesianische Kritik war nicht gegen den Liberalismus, sondern sorgte für dessen Verbesserung mit dem Ergebnis, dass die Politik der Industrienationen sich hin zu Wohlfahrtsstaaten entwickelte.

1.1.2.1 Fordismus

Eine durch Vollbeschäftigung erzielte Wohlfahrtspolitik führte zum Fordismus. Die Epoche des Fordismus (bis zum Jahr 1970) zeichnete sich in der Industrienationen der westlichen Welt durch ein System einer regulierten Marktwirtschaft aus. Soziale Sicherungssysteme, auf Expansion ausgerichtete Fiskal- und Geldpolitik sowie starke Regulierung des internationalen Finanzsystems gehörten zur Wohlfahrtspolitik. Mechanisierung, Fließbandfertigung der standardisierten Waren und Massenproduktion führten zum Massenkonsum und zu einer Wohlstandssteigerung (Keller 2009, S.46). Es war das goldene Zeitalter des Liberalismus. In den 1970er Jahren geriet die Formation des Fordismus zunehmend in eine Krise, die den Übergang in den Neoliberalismus einleitete.

Nach Keller sind die Grundelemente der neoliberalen Anschauung die Arbeitsteilung und ein Menschenbild, das von Individualismus und rationalem Verhalten ausgeht. Weitere Elemente stellen individuelle Freiheit, Wahlfreiheit und Tauschfreiheit unter den Bedingungen von Wettbewerb und Konkurrenz dar (Keller 2009 S.57). Dem Neoliberlismus zufolge sollen die

politische Freiheit und Gleichheit von einem schlanken Staat gewährleistet werden. Aus der Sicht des Neoliberalismus steht die Freiheit des Individums im Vordergrund, um den Wohlstand einer Gesellschaft zu steigern. Nach dieser Ansicht geht jede Initiative immer von einem Individuum aus. Dementsprechend ist es wichtig, dass die gesellschaftlichen Rahmenbedingungen so eingerichtet sind, dass diese Initiative möglich wird. Die Grundvoraussetzungen für eine sich entwickelnde Gesellschaft sind Erfindergeist, Aktivität und Initiative des Individuums (Keller 2009, S.58).

Neoliberalismus begreift die Freiheit zunächst als individuelle Freiheit. Es bedeutete, dass die Menschen ihre Initiativkräfte ausleben sollen und gestalten können. Es gehört auch dazu, dass Wissen frei zugänglich ist, und dass das Individuum in seiner Initiative möglichst wenig einschränkt wird. Die daraus entstandene Arbeitsteilung und Spezialisierung können komparative Kostenvorteile bringen (Hüther 2006, s. 53). Der Neoliberalismus weist zusammen mit der Arbeitsteilung und der Initiative jedes einzelnen Menschen das Konzept der Wahlfreiheit aus. Wahlfreiheit kann Abhängigkeiten und Zwangssituationen verhindern. „Solange die effektive Freiheit des Austausches gewahrt bleibt, ist das Hauptkriterium der Marktwirtschaft, dass sich niemand in die Angelegenheiten eines anderen einmischen kann. So ist der Verbraucher vor einem Druck durch den Verkäufer dadurch gesichert, dass es andere Verkäufer gibt, bei denen er kaufen kann. Ebenso ist der Verkäufer dadurch vor einem Zwang durch den Konsumenten geschützt, dass er mit einem anderen Konsumenten abschließen kann. Der Angestellte ist vor Nötigung seitens des Arbeitgebers dadurch geschützt, dass er frei für andere Arbeitgeber arbeiten kann und so weiter“ (Friedman 2004, s. 38). Hierdurch nahmen sowohl die wirtschaftliche, als auch die politische Freiheit zu. Die Arbeitsteilung und die Kostenvorteile ermutigten die Firmen, die bisher mehr national geprägt waren, transnational zu werden. Transnationale Firmen beschleunigten den Prozess des weltweiten Handels, der Produktion und Finanzen, und nach der Schätzung der UNCTAD stand die Anzahl der Multinationalen Unternehmen im Jahr 1970 bei 7000. Bis 2009 hat sich dies verelffach auf 82000. (Welt Investment Report 2009, s.21).

1. 1.3 Kultureller Aspekt der Globalisierung

Seit den 1995er Jahren wurde das Zeitalter der Globalisierung von Albrow (2007) Appadurai (1998), Beck (1997, 1998, 2007), Giddens (1996), Robertson (1992, 1995, 1998), und Zürn

(1998) analysiert. Diese Untersuchungen zeigen, wie nationalstaatliche Identitäten durch den Globalisierungsprozess in Frage gestellt werden. Im historischen Sinne kann der Staat als ein Machtcontainer (Beck 1997, S. 49) gesehen werden. Der Staat enthielt nach dieser Sicht eine Ökonomie, eine Gesellschaft, eine Kultur und eine Vielzahl menschlicher Individuen. "Nationalstaaten prägten also auf einem klar abgegrenzten geographischen Raum, eine national ausgerichtete Ökonomie, eine Nationalgesellschaft und eine Nationalkultur: der Staat gab als Container eine territoriale Einheit vor, in der sich alle weiteren gesellschaftlichen Prozesse abspielten. Staaten als Container grenzten sich nach außen gegenüber anderen Staaten ab" (Keller 2014, S.101). Nach innen spiegelten sie eine Homogenität durch die Nationalökonomie, nationale Sprache, Literatur, Öffentlichkeit und Geschichte vor. Das, was in einem Nationalstaat zusammengefügt war, strebt im Zeitalter der Globalisierung auseinander. Beck drückte den Prozess folgendermaßen aus. "Durchgängig wird eine zentrale Prämisse der Ersten Moderne umgestoßen, nämlich die Vorstellung, in geschlossenen und gegeneinander abgrenzbaren Räumen von Nationalstaaten zu leben und zu handeln. Globalisierung meint das erfahrbare Grenzenloswerden alltäglichen Handelns in den verschiedenen Dimensionen der Wirtschaft, der Information, der Ökologie, der Technik, der transkulturellen Konflikte und Zivilgesellschaft" (Beck, 1997, S. 44).

Giddens bezieht Globalisierung auf den Soziologiediskurs der Moderne und behauptet, dass die organisatorischen Formen von Welt-Kapitalismus, Industrialisierung und Nationalstaaten 'time-space distanciation' verursachen. Zu einer 'Time-space distanciation' kommt es, wenn die sozialen Beziehungen, die in lokale interaktive Kontexten eingebettet waren, davon unabhänging werden und an einer unbegrenzten Raum-Zeitspanne restrukturiert werden. Dies findet statt durch zwei Mechanismen, durch Geld als Mittel des Austausches zum einen, und im Expertensystem zum anderen. Bei der Globalisierung reisen das Geld und das Wissen von Experten lokalen Kontexten hinterher, und lassen neue Formen der sozialen Beziehungen entstehen.

> "Globalization can then be defined as the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events many miles away and vice versa.This is a dialectical process because such happenings may move in an obverse direction from the every distanciated relations that shape them.

> Local transformation is much part of globalisation as the lateral extension of social connections across time and space". (Giddens, 1990. S.64)

David Harvey spricht von einer "time-space compression" (Harvey 1990, S.240) *Time-space compression* zielt dabei sowohl auf eine Verkürzung der Zeit, wie auch auf ein Schrumpfen räumlicher Entfernungen ab bis hin zu dem Punkt, dass die verkürzte Zeit den Raum vernichtet. (Trinczek 2002, S.2). Weltweit zeitgleiches Zurverfügungstellen von Information, Livesendungen von Kultur- und Sportereignissen, sowie Internetchats als globales Kommunikationsmedium bezeichnet Harvey als zunehmendes Annähern an eine globalisierte Welt. Da die Personen an globalen Ereignissen unabhängig von ihrem jeweiligen Orten teilnehmen können, scheint der Raum eine zunehmend geringere Bedeutung zu haben.

Robertson betont die objektiven und subjektiven Aspekte bei dem Globalisierungsprozess. Globalisierung umfasst sowohl die materiellen Veränderungen, die objektiv sind, als auch das subjektive Bewusstsein dieser Veränderungen. Nach ihm beinhaltet der Globalisierungsprozess den Wandel von gesellschaftlichen Strukturen in Richtung auf Globalität und deren Spieglung auf die gesellschaftlichen Akteure.

> "Globalization as a concept refers both to the compression of the world and the intensification of the consciousness of the world as a whole" (Robertson 1992, S.8).

Ähnlicherweise definiert Waters die Globalisieurng als einen sozialer Prozess, bei dem sich die Auswirkungen von geographischen Bedingtheiten auf der sozio-kulturellen Ebene nach und nach verringern, und sich die Menschen dessen immer bewusster werden.

> "Globalisation is a social process in which the constraints of geography on social and cultrual arrangements recede and inwhich people beome increasingly aware that they are receding" (Waters 1995.s.3).

Die Begriffe Westernisation, McDonaldisation und Coco-colanisation (Sengupta 2001, s.3140) beschreiben die Auswirkungen der globalen Kultur auf Regionalenkulturen innerhalb der Globalisierungsdebatte. Mit dem Schlagwort "McDonaldisierung" (Ritzer 2006, s.15) bezeichnet Ritzer, dass sich die Kulturen im Zeitalter der Globalisierung immer mehr angleichen werden

und eine Homogenisierung der Kulturen erfolgt. Gemeint ist damit eine Vereinheitlichung von Kultur wie z.B. bei Ernährungs-, Kleidungs- und Lebensstilen bis hin zu Lebenszielen. Transnationale Firmen überfluten mit standardisierten Waren z.B. Blue Jeans, Malboro, Coca Cola usw. den Weltmarkt und werden so auch den Lebensstil und die Kulturen vereinheitlichen (Beck 1997, S. 81). Entsprechend der Formulierung von Karl Marx ‘dass das Sein, also die realen Lebensumstände, das Bewusstsein bestimmen’ wirken die Vereinheitlichungen der äußeren Lebensbedingungen auf das Bewusstsein der Menschen. Die Tendenz zur Vereinheitlichung wird darüberhinaus vor allem durch die weltweite Ausbreitung unserer modernen Medien gefördert. Sie alle schaffen (Schein-)Realitäten für Millionen von Menschen weltweit und verbinden die Welt durch gleiche Inhalte, Ideale, Anschauungen und Lebensstile (McChesney 2003, S.260). Albrow betont ebenso die Vereinheitlichungsdimension der Gloablisierung.

> "'Global' is above all a space reference, the product of the location of the earth in space, a material celebration of the natural environment on which human beings depend, the evocation of the concrete wholeness or completeness of the existence, embracing humanity rather than dividing it" (Albrow 1996, S.83).

Diese Annahme einer linear wachsenden Konvergenz durch das Zusammenwachsen der Weltmärkte verkennt die von der Culture Theory herausgearbeitete Dialektik der kulturellen Globalisierung (Beck, 1997, s. 85). Robertson zeigt auf, dass es sich bei Globalisierung immer auch um eine Lokalisierung handelt. Globale Waren, Bilder, Ideen usw. werden nicht einfach nur einheitlich aufgenommen, sondern werden von den Menschen in aller Welt ganz verschieden interpretiert, verinnerlicht, verwandelt oder auch abgelehnt. Lokales und Globales schließen sich nicht aus, sondern bedingen sich gegenseitig (Robertson 1998, s.192). Bei der Globalisierung finden Delokalisierung und Relokalisierung der traditionellen Kulturen statt. Der Prozess der Delokalisierung wirkt auf traditionelle Kulturen, indem die Kulturen zerstört werden und eine Tendenz zur Vereinheitlichung besteht. Gleichzeitig kann es dazu führen, dass traditionelle Formen verstärkt werden, um sich gegen das Neue und Fremde zur Wehr zu setzen. “Andererseits genügt diese Relokalisierung nicht mehr, da sich der Bezugsrahmen von Lokal zu Global verändert hat. Lokale Kulturen können sich so immer weniger von der Welt abschließen, sondern müssen ihre Kultur im Clash of Localities gegen andere Einflüsse bewahren,

transformieren und weiterentwickeln. Insofern findet eine überall zu bemerkende Renaissance des Lokalen statt, das aber nun einen Bezug zum Globalen aufweist" (Keller 2009, s.163).

Das Aufeinandertreffen und sich gegenseitige Durchweben und Verändern bezeichnet Robertson mit den Begriff 'Glokalisierung'. Eine globale Kultur kann also nicht in sich abgeschlossen und statisch gedacht werden, sondern nur als ein dialektisch sich entwickelnder Prozess. Dabei lässt sich diese Kulturmelange vor allem an Individuen beobachten. Anstatt Normalbiografie ensteht eine Wahlbiografie. Zukunft leitet sich nicht mehr zwangsläufig von der Herkunft ab, sondern Identität muss ausgewählt und neu erfunden werden (Keller 2014, s.104). Nach Amartyasen kann "eine Person gänzlich widerspruchsfrei amerikanische Bürgerin von karibischer Herkunft mit afrikanischen Vorfahren, Christin, liberale Frau, Vegetarierin, Langestreckenläuferin, Historikerin, Lehrerin, Romanautorin, Feministin, Heterosexuelle, Verfechterin der Rechte von Schwulen und Lesben, Theaterliebhaberin, Umweltschützerin, Tennisfan, Jazzmusikerin und der tiefen Überzeugung sein, dass es im All intelligente Wesen gibt, mit denen man sich ganz dringend verständigen muss (vorzugsweise auf Englisch)" (Sen, 2007, s. 8).

Elektronische Medien habe die Kommunikationsmöglichkeiten durchaus revolutioniert in dem Sinne, dass die neuen Medien außerordentlich hohe Geschwindigkeit bei der Kommunikation ermöglichen. Nach McLuhan werden die Menschen mit gesellschaftlichen Veränderungen konfrontiert, wo Beschleunigungseffekte in Kommunikationsprozessen zusammen mit der Beschleunigung von Transportprozessen (vor allem durch Düsenflugzeuge) auftreten, was er als 'Implosion' von Raum und Zeit bezeichnet.

> "Electric circuitry has overthrown the regime of ‚time' and ‚space' and pours upon us instantly and continuously the concerns of all other men. It has reconstituted dialogue on a global scale. Its message is Total Change, ending psychic, social, economic, and political parochialism. The old civic, state, and national groupings have become unworkable" (McLuhan/Fiore 1967, S.16).

Bei der Globalisierung geht es nicht nur um eine Verwestlichung, sondern auch um eine Relativierung der Verwestlichung. Gemeint ist damit, dass es nicht nur eine (westliche) Moderne gibt, sondern dass man vielmehr die Entstehung anderer (nicht-westlicher) Formen moderner Gesellschaften beobachten kann, auch ohne dass Globalisierung etwas an ihrer Gültigkeit

verloren hat. Nash (2000) behauptet, dass die westliche Kultur durch die Globalisierung relativiert worden ist.

> "Western culture has been relativised by globalisation. The values once seen as unproblematically universal, valid for everyone, at all times and in all places, are now in retreat. It is acknowledged that they were developed in particular ways, by particular groups of people, with particular historical and social experiences" (Nash Kate 2000 S. 87).

Waters erscheint die Globalkultur mehr chaotisch als ordentlich, und die Kulturen relativieren sich eher gegeneinander, als dass sie sich vereinheitlichen.

> "A globalised culture is chaotic rather than orderly – it is integrated and connected so that the meanings of its components are "relativised" to one another but it is not unified or centralised" (Waters 1995, S. 125).

Im Bezug auf Indien behauptet Sengupta, dass die Auswirkungen der westlichen Welt auf indische Traditionen, Werte und Rituale sehr gering sind (Sengupta 2001, s.3141). Gleichzeitig beobachtet Amartyasen, dass das, was ‘westlich’ und was ‘östlich’ oder ‘indisch’ ist, wegen des Vorhandenseins von kulturellen und intellektuellen Verbindungen nicht mehr identifiziert werden kann, und sich eine Diskussion nur innerhalb einer Dialektik führen lassen kann.

> “Given the cultural and intellectual interconnections the question what is 'western' and what is 'eastern' (or 'Indian') is often hard to decide, and the issue can be discussed only in more dialectical terms. The diagnosis of a thought 'purely western' or 'purely Indian' can be very illusory"(Sen 1996, S.20).

Entgrenzung sozialer Räume, Reflexivität von Lokalität und Globalität, Kompression von Zeit und Raum, Bewußtheit von Globalität kann man den gemeinsamen Nenner des Begriffsspektrum zur Globalisierung bezeichnen (Trinczek 2002, S.3). Einerseits ist die wissenschaftliche Debatte auf die Tendanzen zur kulturellen Vereinheitlichung durch die westlicher Medienmacht fokussiert, andererseits verweisen die paradoxen Effekte dieser Homogenisierungstendenzen einen klaren Umgang mit Globalisierung wie ‘indigenization’ oder ‘our way’ (Trinczek 2002, s.9).

1.1.4 Politische Aspekte der Globalisierung

Unter den Bedingungen der Globalisierung ist der Nationalstaat, so scheint es “zu klein geworden für die großen Probleme des Lebens und zu groß für die kleinen Probleme des Lebens (Bell 1987 zitiert nach Scherer 2003, S.156). In seinem Buch *Risikogesellschaft auf dem Weg in eine andere Moderne* hatte Ulrich Beck darauf verwiesen, dass moderne Gesellschaften in wachsendem Umfang Risiken generieren, die nicht mehr vorrangig lokale, regionale oder nationale, sondern globale Effekte zeitigen (Beck 1986). Nach ihm ist deshalb heute die Vorstellung obsolet, "in geschlossenen und gegeneinander abgrenzbaren Räumen von Nationalstaaten und ihnen entsprechenden Nationalgesellschaften zu leben und zu handeln. Globalisierung meint das erfahrbare Grenzenloswerden alltäglichen Handelns" (Beck 1997, s. 44). Scherer führt dies so aus. “Einerseits deckt sich der Raum der politischen Kontrolle, den der Nationalstaat umgreift, nicht mehr mit den weit darüber hinaus reichenden wirtschaftlichen Aktivitäten. Andererseits steht der Nationalstaat mehr und mehr im Verdacht, die kulturellen Eigenarten lokaler Gemeinschaften einer hegemonialen Einheitskultur unterwerfen zu wollen, ohne damit weder den lokalen noch den globalen Koordinationserfordernissen gerecht zu werden” (Scherer 2003, s.156). Nationalstaaten, die klein und unfähig sind, die Wettbewerbpolitik effektiv zu fördern, bilden regionale (SAARC) und pan-regionale Gruppen wie die Europäische Union (EU). Anstatt Befriedigung der Gesamtnachfrage durch die Keynesianische und wohlfahrtspolitischen Maßnahmen des Fordismus, verlangt die Globalisierungspolitik Exportenförderung.

1.1.5 Indien und Globalisierung

Nach der Unabhängigkeit hat Indien eine gemischte Wirtschaft (mixed economy) begonnen. Wirtschaftsexperte fanden derzeit die keynesianische liberale Wirtschaftstheorie unpassend für die damalige indische Situation. A K Dasgupta (1953) beschreibt die damalige indische Situation wie folgendt:

> “It is not capital saturation, and surely not a refusal of the people to multiply that accounts for a low marginal efficiency of capital. The trade unions are just in their infancy and are not sufficiently organized, so that there is still scope for 'plasticity' of wage rates. General considerations suggest that mass unemployment, in this country, is

mostly seasonal, although partly also it is due to inertia and lack of mobility of capital" ('The Indian Fiscal Policy, Indian Journal of Economics, 2003 [1942] s. 2919).

Ab 1950 wurde ein geplantes Wirtschaftsmodel von Prof. Mahalanobis für die schnelle Industrialisierung Indiens durch die Gründung der staatlichen Großfirmen mit einem Schwerpunkt auf Schwerindustrie eingesetzt. In diesem Model wurde die Hauptrolle den staatlichen Firmen zugewiesen. Private Unternehmen dagegen hatten nur eine untergeordnete Rolle. Die in Mahanlanobis Wirtschaftstheorie entwickelte zentralisierte Fünfjahrplannung unterstützte die an Import-Substitution orientierte indische Wirtschaftspolitik bis zum Ende der 80er Jahre. Obwohl diese Wirtschaftspolitik eine schnelle Industrialisierung von Indien ansgestrebt hatte, litt sie unter Protektionismus, dem Lizenzsystem und einer unterentwickelten Infrastruktur. Wegen des Protektionismus fehlte der Wettbewerb mit in-und ausländischer Konkurrenz. Das strenge Lizenzsystem machte praktisch jede unternehmerische Aktivität genehmigungspflichtig, und dadurch wurde es fast unmöglich für die indischen Privateunternehmen, auf schnelle Marktänderungen zu reagieren. Die unterentwickelte Infrastruktur verursachte logistische Probleme. Es mangelte an Forschung und Entwicklung, was zu einer hohen Importabhängigkeit neuer Technologien führte. Bis ins Jahr 1991 stand der Aufbau einer einheimischen Industrie zur Deckung des inländischen Bedarfs im Vordergrund der indischen Wirtschaftspolitik. Im Jahr 1991 wurde die indische Wirtschaft für Auslandsinvestitionen geöffenet. Liberalisierung, Privatisierung und Globalisierung waren die Schlagwörter der Reformen von Dr Manmohansingh. Licenzraj wurde abgeschafft. Privatinvestitionen und Privatunternehmen wurden möglichst in allen Bereichen der Wirtschaft erlaubt. Auslandsfirmen konnten bis zu 51% der Gesamtinvestitionen beibehalten. Der Weltbank zufolge ist das indische Prokopfeinkommen von 1146 USD (1991) auf 6104 USD (2015) gestiegen.

Wachstum des Prokopfeinkommens in Indien zwischen 1990 und 2015

Jahr	1990	2000	2007	2008	2009	2010	2011	2012	2013	2014	2015
USD	1146.0	1998.5	3484.8	3637.8	3920.2	4315.4	4634.9	4915.6	5215.5	5663.7	6104.6

(Quelle: Welt Bank: Entwicklungsindikatoren)

Kritische Analyse: Globalisierung

Die Forschungsdebatte auf Globaliserung hat verschiedene Positionen hervorgebracht, die sich allgemein in drei Gruppen untergliedern lassen: eine radikale, eine mäßige und eine skeptische.

Radikale Vertreter der Globalisierung stellen Globalisierung als eine neue Bewegung, die von Neoliberalismus und Technologien gestützt wird und die zu einer Homogenisierung der Kulturen führt und eine globale Kultur bildet, vor. Moderate Forscher behaupten, dass die Globalisierung ein widerspruchvoller historischer Prozess ist, der in eine post-industsrielle Gesellschaft und zu einer Hybridisierung der Kulturen führen wird. Skeptiker sehen nichts Neues im Prozess der Globalisierung, die wie eine moderne Mythe bleiben wird, verursacht im Interesse der westlichen Länder. Am Ende wird die Internationalisierung zur Fragmentierung und zum Zusammenstoß der Kulturen führen.

Den Befürworter und Nutznießern zufolge kann die Globalisierung zahlreiche Vorteile für die Länder bringen. Vernetzung von Medien und Menschen, Senkung von Preisen, Entstehung neuer Arbeitsplätze in Entwicklungsländern, Beschleunigung von Innovation und Verstärkung von Forschungskräften sowie die Möglichkeit einer grenzenlos erscheinenden Mobilität für Güter und Personen gehören zu den Vorteilen der Globalisierung. Globalisierungskritiker und -gegner dagegen bezeichenen die negativen Folgen der Globalisierung: Mittelstandsunternehmen werden von multinationalen Konzernen verdrängt, Jobs finden unter unwürdigen Bedingungen statt, die wachsende Abhängigkeit von ärmeren Ländern gegenüber den Industrienationen, ungerechter Wohlstandsverteilung und die Rücksichtlosigkeit auf die lokalen Kultur und Bevölkerung werden als die Nachteile der Globalisierung bezeichnet. Zusammen mit gesteigerter Transparenz, Solidarität und Zusammenhalt mit anderen Ländern sind Abhängigkeiten und Ausbeutung sicher auch die Folgen der Globalisierung. Wirtschaftlicher Aufschwung und Wachstum auf der einen Seite der Welt führt zu Armut auf der anderen Seite. Deshalb übt heute die Globalisierung unbestrittenen Einfluss auf unseren Alltag und unser Denken aus. Das Wissen spielt eine bedeutende Rolle in der vernetzten und globalisierten Welt. Nationen versuchen damit ihre Ökonomien in Wissenökonomien zu verwandeln, um die Wettberwerbfähigkeit zu steigern.

1.2 Wissensökonomie und Wissensgesellschaft

Eine Analyse, die auf Globalisiserungsauswirkungen bei Fremdsprachkursen fokusiert ist, muss die Debatte von Wisssensökonomie zur Geltung bringen. In der Wissensökonomie wird das Wissen zu einem ökonomischen Gut, und Erzeugung und Ausbeutung des Wissens spielen eine bedeutende Rolle beim Erwerb von Fähigkeiten. Der Begriff der Wissensgesellschaft bezeichnet eine Gesellschaft “in der Wissen in allen Bereichen zunehmend Grundlage und Richtschnur

menschlichen Handelns wird" (Metzler 2004, s.190). Die Wissensökonomiedebatte lässt sich in drei Auffassungen unterteilen (Powell & Snellmann 2004, s.200). Die älteste und erste Betrachtungsweise reicht bis bis Jahr 1960 zurückliegt und ist auf das Wachstum der neuen wissenschaftsbasierten Industrien und deren Rolle für die sozialen und wirtschaftlichen Veränderungen und auf die zentrale Lage des theoretischen Wissens als die Quelle der Innovationen fokussiert. Ob bestimmte Industrien oder Sektoren besonderes wissensintensiv sind, wie groß der Beitrag dieser Industrien für das Wachstum in Bezug auf Produktivität, und wie anders diese Sektoren in den Jahren zuvor funktionierten, stellt eine zweite Auffassung dar. Die dritte konzentriert sich auf die Rolle des Lernens und der andauernder Innovationen innerhalb der Firmen.

Histrorisch gesehen kann man drei Wellen im Wissensökonomiediskurs identifizieren (Peters 2007). Die erste Welle hat mit der Arbeit von Hayek (1937) eingesetzt. Er stellte die Bedeutung des Wissens für das wirtschaftliche Wachstum heraus. Eine zweite Welle hat mit dem Neoliberalismus und seinem Fokus an der Formation der Ökonomien, die Entwicklung der Informationstheorie und der Wirtschaftsinformation eingesetzt. Die dritte Welle ist von der Humankapitaltheorie der Chicagoer Schule beinflusst worden. Diese Humankapitaltheorie basierte auf zwei Hypothesen. Erziehung und Ausbildung verstärken die kognitiven Fähigkeiten der Individuen, wodurch sich die Produktivität verbessert. Der Humankapitaltheorie zufolge kann höhere Bildung in eine erhöhte Produktivität führen, die dann mit höheren Löhnen entgolten werden kann. So entsteht ein kausaler Zusammenhang zwischen Bildung und Lebenseinkommen, d.h je mehr eine Person in Bildung investiert, desto größer sind auch die erwarteten Renditen. Nach dieser Theorie wird auch angenommen, dass das Ziel der Bildung oder des auf Bildung bezogenen Handelns die Einkommensmaximierung ist. Dies bedeutet, dass ein Individuum in Bildung investiert, da die zukünftigen Nutzen die Kosten übersteigen. Die Humankapitaltheorie kann man auch auf Unternehmen anwenden, d.h die Unternehmen profitieren von der erhöhten Produktivität gut gebildeter Arbeitnehmer.

Der Wissensgesellschaftsdiskurs erweitert sich im Kontext der Globalisierug und vertieft und beschleunigt dabei die weltweite Vernetzung (Held et.al. 1999). Dieser Diskurs wurzelt in der Tatsache, dass die Institutionen der Hochschulbildung als Mittel wichtiger als je zuvor für die

globalen Wissensökonomien sind. Im Zeitalter der Globalisierung sind die Institutionen der Hochschulbildung integral für die Bewegung von Menschen, Wissen, Information, Technologien, Produkten und Finanzmittel. Als eine soziologische Theorie betont Wissensgesellschaft, dass Wissenserzeugung zuerst für die soziale Entwicklung gelten soll. Wissensökonomie als eine wirtschaftliche Theorie betont, dass die Wissenserzeugung an erster Stelle ein wirtschaftliches Gut der Individuen und Länder sein muss. Diese Theorien geraten miteinander in Konflikt bei der Bildungspolitik im Bereich der Hochschulbildung(Välimaa & Hoffmann 2008, s.270). Die Bedeutung des Wissens und der Wissenserzeugung ist jedoch als äußerst wichtig für die Entwicklung der Gesellschaften anerkannt, obwohl sich Hintergrundvermutungen der Theorien unterscheiden.

Nach Daniel Bell kann die Postindustrielle Gesellschaft als Wissensgesellschaft in doppelter Weise bezeichnet werden. Erstens wirken Forschung und Entwicklung als Quelle der Innovationen, und zweitens steigt der Anteil der Arbeitsbeschaffung im Wissensbereich an.

> "first, the sources of innovation are increasingly derivative from research and development (and more directly, there is a new relation between science and technology because of the centrality of theoretical knowledge); second, the weight of the society measured by a larger proportion of Gross National Product and a larger share of employment is increasingly in the knowledge field." (Bell 1973, s.212).

Nach Heidenreich lassen sich mit Hilfe der Theorie der Wissensgesellschaft zumindest vier Bedeutungen unterscheiden. Erstens geht es um neue Informations- und Kommunikationstechnologien, zweitens um Innovationen, drittens um einen veränderten Stellenwert von Bildung und viertens um die zunehmende Bedeutung wissensbasierter Tätigkeiten und Wirtschaftsbereiche (Heidenreich 2003, s.25). Nach Krüger lässt uns der wissensgesellschaftliche Diskurs die Konsequenzen in drei Ebenen unterteilen. Auf der Makroebene stellt der wissensgesellschaftliche Diskurs die Internationalisierung der Produktion, die Ausdehnung des Welthandels sowie den rasanten Bedeutungsanstieg der Finanz-, Kapital und Devisenmärkte als zentrale Merkmale des gesellschaftlichen Wandels heraus. In der Mesoebene nehmen die Organisationen und Institutionen bzw. Wirtschaftsbetriebe oder Universitäten mit ihrem spezifischen Organisationsaufbau an dem gesellschaftlichen Wandel teil.

Die Mikroebene stellt individuelle Handlungen, Konsequenzen, Handlungsoptionen oder Vermutungen in den Mittelpunkt (Krüger 2007, s.80). Es wurde auch gezeigt, dass es Unterschiede zwischen neuen Formen der Wissensproduktion (‘Mode 2’) und den traditionellen Formen (‘Mode 1‘) gibt. Sogenanntes ‘Mode 1’ Wissen wurde innerhalb der akademischen Fachdiziplin von der akademischen Fachgemeinschaft für akademische Zwecke produziert. ‘Mode 2’ Wissen ist transdiziplinär, heterogen und wird innerhalb des Kontextes einer Anwendung produziert (Välimaa & Hoffmann 2008, s.271).

In der Wissensgesellschaft übernimmt das Wissen immer mehr die Rolle der klassischen Produktionsfaktoren Eigentum, Arbeit und Boden (Stehr 1994). Entsprechend ändert sich das Konzept des Lernens. Anstatt formellem, nicht formellem, informellem und rekurrentem Lernen sind die Begriffe, die innerhalb der Wissensgesellschaftsdebatten auftauchen: lebenslanges Lernen und lernende Gesellschaft. Nach OECD enthält das Konzept des ‘lebenslangen Lernens’ alle andere Formen des Lernens.

> "Lifelong learning is best understood as a process of individual learning and development across the life-span, from cradle to grave - from learning in early childhood to learning in retirement. It is an inclusive concept that refers not only to education in formal settings, such as schools, universities and adult education institutions, but also to "life-wide" learning in informal settings, at home, at work and in the wider community" (Tuijinman & Böstrom 2002, s.101.)

Bei den früheren Konzeptionen wurde der Begriff der lernenden Gesellschaft als eine neue Form der Gesellschaft gesehen, bei der sich die Unterschiede zwischen einer formellen und einer nicht-formellen Ausbildung aufgelöst haben (Hutchins 1968, Husén 1974). In der Wissensgesellschaft wird das lebenslange Lernen unersetzbar, weil sich die Arbeitstellen und Berufe ständig verändern.

> “the crucial new skill in a learning society is the ability to learn how to learn. Furthermore, learning is no longer the privilege of an elite or one age cohort, rather these notions cover the entire communities and individual life- spans” (Välimaa & Hoffman 2008, s.269).

Nach Stehr machen erst Verarbeiten und Verknüpfen aus Information solches Wissen, das als Handlungskapazität in der Wissensgesellschaft verstanden werden kann. (Stehr 1994, s.242). Das Wissen kann seinen Wert durch die Entstehung neuen Wissens, oder wenn es Gemeingut wird, verlieren, d.h die gesellschaftlichen Kontexte bestimmen den jeweiligen Wert des Wissens. Nicht nur, welches Wissen gerade gefragt ist, sondern auch, wie es zu funktionieren hat, wird von diesen Kontexten bestimmt (Krüger 2007, s.88). Entsprechend wird bei den Wissensgesellschaftsdebatten die Verantwortung von Wissenserwerb auf das einzelne Individium geschoben. Im Fall des formellen Wissenserwerbs spielte der Staat hingegen eine maßgebliche Rolle. Lebenslanges Lernen betont die Rolle, die das Individium bei diesem Prozess spielt.

> "An additional reflection concerns responsibility. The lifelong learning framework implies a shift in responsibility not only from the state to the world of work and the civil sectors of society, but also from the state to the individual. The emphasis on "learning" rather than "education" is highly significant because it reduces the traditional preoccupation with structures and institutions and instead focuses on the individual" (Tuijinman & Böstrom 2002, S.102)

1.2.1 Wissensgesellschaftsdiskurs in Indien

Der Wissensgesellschaftsdiskurs in Indien verfügt über das größte Potential, um in Indien eine Wissensgesellschaft zu entwickeln. Dieses Potential wurde von der 'Planning Commission of India' mehrmals in den Jahren 2001 und 2002 untersucht und dargetellt. Der World Bank Bericht (2005) beschreibt die Vorteile Indiens im Falle einer solchen Entwicklung einer Wissensgesellschaft.

> India has many of the key ingredients for making this transition. It has a critical mass of skilled, English-speaking knowledge workers, especially in the sciences. It has a well-functioning democracy. Its domestic market is one of the worlds largest. It has a large and impressive Diaspora, creating valuable knowledge linkages and networks. The list goes on: macroeconomic stability, a dynamic private sector, institutions of a free market economy, a well-developed financial sector, and a broad and diversified science and technology (S&T) infrastructure. In addition, the development of the ICT sector in recent years has been remarkable. India has created profitable niches in information technology (IT) and is becoming a global provider of software services. Building on these strengths,

> India can harness the benefits of the knowledge revolution to improve its economic performance and boost the welfare of its people. (World Bank Report 2005, s.16).

Der World Bank Bericht fasste auch die Initiativen, die in den kommenden Jahren in Indien einsetzen sollten, zusammen. Die *Knowledge Commission of India* wurde 2005 mit dem Ziel, in Indien eine Wissensgesellschaft zu etabilieren, gegründet.

Kritische Analyse: Wissensgesellschaft

Im Wissensgesellschaftsdiskurs geht es um die Rolle des Wissens in der Gesellschaft. "Die These von der Neuartigkeit der Wissensgesellschaft beruht nämlich letztlich auf der nicht näher belegten Behauptung, Wissen, insbesondere wissenschaftliches oder technologisches Wissen, habe vor 1945 nur eine vergleichsweise geringe Bedeutung in der Wirtschaft und Gesellschaft besessen" (Vogel 2004, s.642). In der Wissensgesellschaft wird das Wissen erzeugt und ausgebeutet, um die Konkurrenzfähigkeit der Ökonomien zu verbesseren und mit ihr die Lebensqualität der Bevölkerung. Die Verbesserung der Lebensqualität der Bevölkerung oder die mit anderen Worten die Wohlfahrt der Gesellschaft wird als Nebenprodukt der wirtschaftlichen Leistung angenommen. Was als das Wissen in der Wissensgesellschaft hauptsächlich gemeint wird, ensteht im Bereich der Spitzentechnologien oder bahnbrechenden Technologien durch die Grundlagenforschung und Innovation, die bessere Wirtschaftsleistungen ermöglichen. Es geht darum, wie das verwirtschaftbare Wissen erzeugt und geschützt wird, so dass sein ökonomischer Wert optimal oder nachhaltig bleibt. Nach Walters und Cooper steigert der Globlisierungsprozess die Kommodifikation des Lernens in der Wissensgesellschaft, so dass das Lernen wie Eigentum am Marktplatz käuflich geworden ist.

> "It is widely accepted that the current era of globalisation has hastened the process of commodification of learning- that is transforming learning into a possession, something to be traded for a gain in the market place" (Walters & Cooper 2011, s.30).

Gesellschaftliches Wissen wird bei den Wissensgesellschaftsdebatten nicht in seiner Gesamtheit wahrgenommen. Das Wissen erscheint hier hochgradig differenziert und spezialisiert. Also geht es nicht unbedingt um das Wissen, sondern vielmehr um das Nichtwissen, das die Wissensgesellschaft prägt. "Man hat sich diese Gesellschaft als eine Wissenswüste vorzustellen,

in der, geleitet von kundigen Führern von Spezialisten, Sachverständigen, Professionals, auf mühsamen Pfaden nach Wissensoasen gesucht werden muß" (Rossen-Stadtfeld 1999, s.224). Beim Wissensgesellschaftsdiskurs wird der Primat der Politik durch den Primat der Ökonomie ersetzt (Krüger 2007, S.85). Bislang wurde die Bildungspolitik in der Tradition des Nationalstaates als Gesellschaftspolitik verstanden und zielte auf die politische Formierung, die soziale Integration und die ökonomische Qualifikation der eigenen Bevölkerung. In der post-nationalen globalisierten Wissensgesellschaft wird "von den Einrichtungen der Wissenschaft wie der Erziehung in erster Linie die Produktion und die Vermittlung solchen Wissens verlangt, das der Steigerung der wirtschaftlichen Produktivität, der Prosperität und der weltweiten Wettbewerbsfähigkeit („Innovation") des Wirtschaftsstandortes dienlich sein kann" (Ratdke 2006, s.52). Die Stellung von Wissen als das Mittel für Produktiviät und Wettbewerbsfähigkeitssteigerung kann ernsthafte Konsequenzen für die Hochschulbildung im Globalisierungszeitalter darstellen.

1.3 Hochschulbildung im gloabalisierten Kontext: Ein Überblick

Nach Teichler haben sich die Begriffe, die die Hochschulbildung bezeichen, selbst geschichtlich verändert. Diese wurde als eine von einem Universitätssystem hin zu einem Hochschulbildungssystem und damit letztlich auch hin zu einem tertiären Ausbildungsystem bezeichnet (Teichler 2008, s.356). Veröffentlichungen der OECD aus den 60er Jahren benutzten den Begriff 'University System'. Später wurden Universitäten wie auch nicht universtitäre Institutionen als Teile des Hochschulbildungwesens verstanden und der Begriff 'Higher Education System' eingeführt. Universitäten blieben noch an der Spitze des Ausbildungssystems. Obwohl OECD in 80er Jahren den Begriff des 'tertiären Ausbildungsystems' (OECD 1974, 1983, 1998) eingeführt hatte, definierten die meisten Länder das Bildungssystem weiterhin als 'Higher Education system'.

Weil das Fremdsprachenlernen hier als ein Teil der indischen Hochschulbildung betrachtet wird, wird es von großer Bedeutung sein, eine Analyse im Bereich von auf Globalisierung bezogenen Diskursen auf die Hochschulbildung vorzunehmen. Nach John Brennen beinflusst der Globalisierungsprozess die folgenden Bereiche der Hochschulbildung: Massifizierung und deren Konsequenzen, Kräfte der Standardisierung, Wissensgesellschaft, Märkte und Kosumenten,

schnelle Entwicklungen im Bereich der Informationstechnologie, Prozesse der Wissenserzeugung und die sich wandelnde Rolle des Staats innderhalb der sich wandelnden sozialen Kontexte.

> "These importantly include processes of globalisation, of massification and its consequences, of forces for standardisation and harmonisation, of claims made for and on behalf of the 'knowledge society', of greater power for markets and consumers, of rapid developments in information technology, of changes in the contexts and processes of knowledge production, and of changes in the role of the state"(Brennan 2008, s.381).

Nach der UNESCO Weltkonferenz der Hochschulbildung (2009) gehören Massifizierung der Hochschulbildung überall in der Welt, die Gemeinnutz vs. Eigennutz-Debatte, Auswirkungen von Infomations- und Kommunikationstechnologien, Entstehung der Wissensgesellschaft und Globalisierung zu den führenden Kräften der akademischen Revolution des 21. Jahrhunderts. Der XI. und auch der XII. Fünfjahresplan Indiens (2007-2012) identifizieren Ausbreitung, Inklusion und Exzellenz als Schlüsselgebiete für die Verstärkung des indischen Hochschulbildungssystem, um Chancen auzunutzen und Gefahren zu beseitigen, die von der Globalisierung ausgehen können.

> "It is estimated that developed economies and even China will face a shortage of about 40 million highly skilled workers by 2020, while, based on current projections of higher education, India is likely to see some surplus of graduates in 2020. Thus, India could capture a higher share of global knowledge-based work, for example by increasing its exports of knowledge-intensive goods and services, if there is focus on higher education and its quality is globally benchmarked" (XIIth Five year plan doucment, s.89)

Die *Knowledge Kommission of India* betont die maßgebliche Bedeutung der Verstärkung des indischen Hochschulbildungssystems, basierend auf Zugang, Verteilungsgerechtigkeit, Qualitätssicherung und Internationalisierung, um die vorteilhafte indische demografische Dividende für die Verwirklichung der sozialen und ökonomischen Entwicklung des Landes nutzbar zu machen.

1.3.1 Massifizierung der Hochschulbildung in Indien

Das moderne Hochschulbildungssystem in Indien wurde im Jahr 1886 mit der Gründung von drei Universitäten in Kokotta, Chennai und Mumbai begründet. Bis zum Jahr 1951 stand die Gesamtzahl von Institutionen, die im Bereich der Hochschulbildung in Indien tätig waren, bei 27 Universitäten und 542 Hochschulen. Es wurden 100 Universitäten und 3000 Hochschulen im Laufe von 1971-72. Es gab 150 Universitäten 1982, und im Jahr 2004 wurde es 300 Universtitäten. Nach dem *All India Survey on Higher Education 2014-15* umfasst das indische Fortbildungssystem insgesamt 757 Universitäten, 38056 Hochschulen and 11.922 alleinstehende Institutionen (All India Survey on Higher Education, s.i). Die Zahl der Eingeschriebenen in der Hochschulbildung wurde von 11.500 Studenten im Jahr 1886 (Kaul 1972, s.1645) auf 33,3 Million 2014-15 gesteigert. Heute steht die Bruttoeinschreibequote **(**GER**)** bei 23,6%. Die Zahl der Lehrkräfte steht bei 1.418.389. Das Hochschulwesen Indiens enthält nun 17,9 Millionen Jungen und 15,4 Millionen Mädchen, das noch immer wächst und das zweitgrößte Hochschulbildungssystem der Welt nach China (OECD, India Policy Brief, 2014) ist.

Bei der Rede von Massifizierung der Hochschulbildung geht es um einen ‘Zugang’ zur Bildung im Tertiärbereich. Die geschichtliche Entwicklung des Massifizierungsprozess des Hochschulwesens wurde von M. Trow (Trow 1973, s.7-11) in drei Stufen, betreffemd Elite, Masse und Universal, erklärt. Ihm zufolge unterscheiden sich elitäre, universale und Hochschulbildungssysteme für die Masse in der Größe, den Zugangsbedinungen, Funktionen, dem Curriculum, der Form der Instruktion, und anderen institutionbezogenen Merkmalen. Nach dieser Theorie spricht man im nationalen Hochschulwesen von ‘Elite’, wenn die Bruttoeinschreibequote unter 15% liegt. Wenn die Einschreibequote zwischen 15% und 50% liegt, spricht man von einem ‘Massenhochschulbildungssystem. Wenn die Einschreibequote auf über 50% steigt, wird von einem ‘Universalhochschulwesen‘ gesprochen. Ein Elitehochschulwesen konzentriert sich als eine Vorbereitung der Eliten der Regierung auf das Erlernen solcher Berufe wie Medizin, Jura und Theologie. Hier geht es vor allem um Charakterbildung. Bei der Massenhochschulbildung ist der Fokus wiederum auf der Vorbereitung der Eliten, aber in einem breiterem Sinne, und enthält die Vorbereitung der führenden Kräfte im Bereich der Technik, Ökonomie usw. Es ist nicht mehr die Charakterbildung, sondern die Aneignung der Fähigkeiten im Vordergrund. Beim

Universalhochschulwesen liegt der Fokus auf einer Maximierung der Anpassungsfähigkeit der gesamten Bevölkerung bei sich schnell ändernden sozialen und technologischen Formen der Industriegesellschaft (Trow 1973, s.8). Nach diesem Model kann man das indische Hochschulwesen mit einem GER über 23% als Massenhochschulsystem bezeichnen.

Sozialaufstieg, Konkurrenzfähigkeit und Beschäftigungschancen waren nicht unbedingt das Ziel der Hochschulbildung des Indiens der Nachunabhängigkeit. Patnaik betont, dass es wenigstens zwei Richtungen des indischen Hochschulbildungsdiskurses gibt. Zum einen soll Hochschulbildung Wissen vermitteln, um die Lernenden zu befähigen, eine Beschäftigung in der Marktökonomie zu finden. Zum anderen ist herauszustellen, dass eine Übertragung des Wissens primär gesellschaftlichen Zwecken dienen soll (Patnaik 2007, s.4). Lernenden und Lehrenden waren für gesellschaftliche Zwecke akademisch tätig, wobei Verstärkung der Demokratie wie auch Nationbildung durch die Hochschulbildung vorgesehen waren, auch wenn nicht immer explizit. Sozialen Aufstieg, Beschäftigungschancen und Konkurrenzfähigkeit haben bei der aktuellen indischen Hochschulbildungsdebatte besonderes nach 1991 an Bedeutung gewonnen. Die Beschäftigungschancen wurden der zentrale Punkt bei den *National Knowledge Commission* Berichten von 2006 bis 2015.

1.3.1.1 Unterteilung der Institutionen indischen Hochschulwesens.

Universitäten werden in Indien durch die Gesetzgebung von nationalen oder bundesstaatlichen Parlamenten gegründet und von UGC im Universitätsgesetz von 1956 annerkannt. Zentrale und bundesstaatliche Regierungen teilen sich die Verantwortung für die Hochschulbildung im jeweiligen Bundesstaat. Dementsprechend enthält das Hochschulwesen Indiens zentrale, staatliche, private sowie ‘Deemed to be’ Universitäten, sowie Institutionen nationaler Wichtigkeit. Private Universitäten werden privat finanziert und verwaltet. Zentrale Universitäten und Institutionen nationaler Wichtigkeit werden durch die Zentralregierung etabiliert und finanziert. Staatliche Universitäten und Institutionen werden von der jeweligen bundesstaatlichen Regierung unterstützt. Heute gibt es 46 zentrale Universitäten, 75 Institutionen nationaler Wichtigkeit, 360 bundesstaatliche Universitäten, 260 Privatuniversitäten und schließlich 123 deemed to be Universitäten in Indien.

Wachstum des indischen Hochschulwesens bis zum Jahr 2012

Katagorie	2006-07	2011-12	Zunahme	Zuwachsrate
Zentrale Institutionen				
Degree awarding institutions	87	152	65	11.8
Colleges	58	69	11	3.5
Insgesamt	145	121	76	8.8
Bundesstaatliche Institutionen				
Degree awarding institutions	227	316	89	6.8
Colleges	9000	13204	4024	7.7
Diploma institutions	1867	3207	1340	11.4
Sub total	11094	16547	5453	8.3
Private Institutionen				
Degree awarding institutions	73	191	118	21.2
Colleges	12112	19930	7818	10.5
Diploma institutions	5960	9541	3581	9.9
Sub total	18145	29662	11517	10.3
Total	29384	46430	17046	9.6

Quelle: 12th five year plan document. S.94
Note: Central degree awarding institutions beinhalten auch die *Indian Institutes of Management*

Kritische Analyse

In den letzten Jahren ist eine deutliche Steigerung des indischen Hochschulbildungssystem zu verzeichnen sowohl in Bezug auf die Einschreibungen, als auch was die Zahl der Institutionen an sich betrifft. Die Zahl der Universitäten ist von 387 2006-07 bis auf 659 2011-12 gestiegen und erreichte 2014-15 bereits 759. Der Anteil der Privatuniversitäten ist von 18,86% (2006-07) auf 28,98% (2012) gestiegen. Der Anteil der öffentlichen Universitäten ist von 58,65% (2006-07) auf 48,95% (2012) zurückgegangen. Die Bruttoeinschreibequote lag im Jahr 2006 bei 12,3% und

stieg bis 2012 auf 17,9%. Private Institutionen haben sich in diesem Zeitraum wesentlich ausgebreitet; auf diese entfielen insgesamt 58,5% der Einschreibungen.

> "The Private sector has contributed significantly to higher education expansion during the Eleventh Plan and private higher education now accounts for 58.5 per cent of enrolments"(12th Five Year Plan Document, s.100).

Obwohl eine bedeutsame Erweiterung des indischen Hochschulwesens bemerkbar ist, zeigt sich in einem Vergleich zur Etabilierung von 1250 Universitäten in den letzten Jahren in China, dass die indische Leistung noch ausbaufähig ist. Es ist ohne Zweifel, dass Ausbreitung und Absicherung des Zugangs zur Hochschulbildung in Indien weiter fortgesetzt werden sollen. Dennoch ist ihre Orientierung an der Marktökonomie als Retterin des Hochschulwesens bedenklich. Hochschulbildung sollte dafür sorgen, dass die Demokratie, die Wohlfahrt der Bevölkerung und die Marktökonomie gefestigt werden. Marktökonomie sollte für die Verstärkung der Demokratie und Wohlfahrt nur als ein Mittel da sein, und nicht umgekehrt.

> "It means a break from exclusive preoccupation with marketability; it means a rounded education going beyond the narrowness of technical disciplines; it means inculcating in students a sense of the society to which they belong; and it means focusing within particular disciplines on research themes that have relevance for society instead of being merely copied from abroad" (Patnaik 2007, s.5).

In Bezug auf Indien kann man für das Globalisierungszeitalter feststellen, dass es Konkurrenz in der Marktökonomie gibt, die in der Zunkunft auch noch härter werden wird. Aber dies bedeutet gerade nicht, dass das Hochschulwesen Diener der Marktökonomie sein soll, vielmehr sollte die Marktökonomie der Demokratie dienen. Demnach sollten die Beschäftigungschancen nicht als das Ziel der Hochschulbildung betrachtet werden, sondern als eine Nebenwirkung dessen, dass die Lernenden darauf vorbereitet werden, die zukünftigen Herausforderungen zu meistern.

1.3.2 Die Gemeinnutz-Eigennutz-Debatte und die Hochschulbildung

Das unabhängige Indien war nach ökonomischen und sozialen Gesichtspunkten vorrangig ein sozialistischer Wohlfahrtsstaat. Diese Politik spiegelte sich auch in den Hochschulbildungsdebatten wider. Eine Ausbildung wurde primär sozial und als Gemeingut statt als Eigengut aufgefasst. Dementsprechend waren in Indien hauptsächlich die Institutionen in der Tertiärbildung von der Zentralregierung oder den bundesstaatlichen Regierungen verwaltet und

finanziert worden. Fast alle einen Hochschulabschluss verleihenden Institutionen stammen aus dem öffentlichen Sektor. Nach dem Liberalisierungsprozess von 1991 begannen private Universitäten, Hochschulen und Institutionen der Berufausbildung aus der Hochschulbildungsszene herauszutreten. Seit den letzten zehn Jahren führt der Privatsektor der Hochschulbildung mit über der Hälfte der Einschreibequote Indien (58,5%). Der Gemeinnutz-Eigennutz-Diskurs hat auf die indische Hochschulbildungsszene an Bedeutung gewonnen.

Wirtschaftstheorien können wie auch eine politische Philosophie von Staat zu einem besseren Veständnis der Begriffe ‘Gemeinnutz’ und ‘Eigennutz’ verhelfen. Die neoklassische Wirtschaftstheorie definiert Gemeingut und Eigengut in Bezug auf Rivalität und das Ausschlussprinzip. Diese Theorie bezeichnet ein Gut dann als Eigengut, wenn das Rivalitätsprinzip bei dem Konsum dieses Gutes gilt, was heisst, dass ein Gut, wenn es von einem Individuum konsumiert wird, nicht von einem anderen Individuum konsumiert werden kann. Gemeingüter sind die Güter oder Dienstleistungen, die ohne Wettstreit (Nicht- Rivalität) von jedem konsumiert werden können und eine unbegrenzte Nutzbarkeit erlauben. Der Konsum durch ein Individium beschränkt nicht den Konsum von Weiteren (Nicht-Ausschließbarkeit). Konzepte von externen Effekten und Spillover versuchen Gemein- und Eigenmerkmale der Güter als Nebeneffekte des Konsums zu beschreiben. Spillover geschehen dann, wenn durch die Produktion oder den Konsum eines Gutes für die anderen Subjekte unerwartete Kosten oder Nutzen entstehen. Im Falle von öffentlichen Gütern werden die Spillovereffekte besonders stark wahrgenommen.

Wirtschaftstheorien unterteilen die Güter und Dienstleistungen durch die Gütertypologie. Nach der Gütertypologie kann man die Güter als Privatgut, öffentliches Gut, und wiederum innerhalb der öffentlichen Güter weiter als begrenztes oder unreines öffentliches Gut, als nationales öffentliches Gut, als lokales oder Klubgut und als freies Gut erkennen. In Bezug auf die Hochschulbildung wird das Konzept der begrenzten oder unreinen öffentlicher Güter wichtig, weil ein öffentliches Gut ein unreines öffentliches Gut werden kann, wenn es wegen der Kapazitätsprobleme zu Rivalitäten kommt. In Bezug auf die Hochschulbildung wird es auch notwendig, von meritorischen Güter und globalen öffentlicher Güter zu sprechen. Ein meritorisches Gut kann größere Nutzen bringen, als sich in der Nachfrage widerspiegelt.

Staatliche Subventionen für die Förderung solchen Güter werden genau damit begründet. Die Bereitstellung von meritorischen Gütern durch den Staat wird damit gerechtfertigt, dass die Bürger/Konsumenten aufgrund unvollständiger Informationen, irrationaler Entscheidungen, der Falschezeitpräferenzrate und externer Effekte solcher Güter zu verzerrten Präferenzen leiten. Nach Head gab es drei Problembereiche für die meritorischen Güter. Verzerrte Präferenz, ungleiche Verteilung des Einkommens und Probleme öffentlicher Güter (Head 1966, s.9). Dennnoch definierte Head die Ausbildung als ein meritorisches Gut.

Es gibt reine und unreine öffentliche Güter, und sehr oft referieren öffentlichen Güter auf Merkmale von privaten und öffentlichen Gütern innerhalb unterschiedlicher Raum-Zeit Bedingungen. Traditionelle Diskussionen über die externen Effekte der Hoschschulbildung bleiben innerhalb der Nationalegrenzen. Im Kontext der Globalisierung ermöglichen die 'spillover' Effekte der Hochschulbildung, nicht nur innerhalb eines Staates, sondern global wirkungsvoll zu sein. Die politische Philosophie bezeichnet öffentliche Güter als solche, die gemeinsam produziert und konsumiert werden oder als Staatsbesitz produziert werden. Mit dem Begriff 'öffentlich' bezeichnet die liberale politische Philosophie staatlichen Besitz und staatliche Produktion. Privat Güter stammen dagegen aus nicht-staatlicher Erzeugung. Das wirtschaftsbezogene Konzept von 'öffentlich und privat' verbindet den Begriff 'öffentlich' mit unnatürlichem Markt, während politische Philosophien diesen mit dem Staat oder der Regierung entsprechend der politischen Stellung in Verbindung bringt.

> "These two views reflect the respective political claims of economic liberalism, which are centred on the market (the private side of the dual); and social democracy, which are centred on state institutions" (the public side of the dual) (Marginson 2007, s.313)

Kritische Analyse

Nach dieser Gütertypologie kann die Hochschulbildung als ein 'unreines öffentliches Gut' bezeichnet werden, weil Bildung unter unterschiedlichen Raum-Zeit Bedinungen merkmale öffentlicher wie auch privater Güter in unterschiedlichem Grad besitzen kann. Hochschulbildung bezeichnet auch die Merkmale von meritorischen Güter. Die Spillover Effekte der Hochschulbildung können nicht nur in einem Staat, sondern auch global wirksam sein. Deshalb kann man in der Hochschulbildung als unreinem, öffentlichem, meritorischem Gut nicht nur nationale, sondern auch globale externe Effekt erkennen. Dieses Verständnis von

Hochschulbildung behauptet, dass die Bildung gleichzeitig für das Individium und für die Öffentlichkeit nützlich ist. Nach Brennan leitet die Frage ‘wem es nützlich ist’ oft zur Frage ‘wer für die Hochschulbildung bezahlen soll’. Der Erwerb von Hochschulabschlüssen kann Vorteile für das Individium im Bereich des Sozialaufstiegs, der Konkurrenzfähigkeit und den Beschäftigungschancen bringen (Eigennutz). Gleichzeitig kann die erworbene Hochschulbildung zu einer leistungsfähigen Belegschaft und damit einer erfolgreichen nationalen Wirtschaft beitragen (Gemeinnutz).

> “The question of 'who benefits' from higher education is often translated into the question of 'who should pay' for higher education. The acquisition of educational credentials can be regarded both as providing 'positional advantage' for those who possess them (and hence a 'private good') and as contributing to the creation of a more productive workforce and a successful national economy (and hence a 'public good')” (Brennan 2008, s.383).

Die vorteilhaften externen Effekte der Ausbildung erschöpfen sich nicht im Produzenten oder Verbraucher, der für die Ausbildung bezahlt hat; ein ausgebildeter Manager beispielsweise erledigt nicht nur seine Arbeit lohnend und erfolgreich, sondern wirkt auch auf die Arbeit der anderen in der Hinsicht, erfolgreicher und lohnender zu werden. Erhöhte Lese- und Schreibfähigkeiten der Verbraucher durch Bildung ermöglichen es den Firmen, ihre Werbung durch die Printmedien zu verbreiten, obwohl die Firmen für die Ausbildung der Verbraucher nicht gezahlt zu haben.

> “In education, externalities are benefits not fully captured by the individual producer or consumer who pays for the costs of education. For example, the training of a manager may render not only her or his own work more profitable and productive, but render more profitable and productive the work of others. Likewise, when a consumer becomes literate through education, she or he becomes receptive to the print-based marketing of a range of products rovided by companies that did not pay for the costs of the education.” (Marginson 2007, s.312).

Über den öffentlichen oder privaten Charakter des Hochschulwesens entscheidet die nationalstaatliche Bildungspolitik. Da unter unterschiedlichen Raum-Zeit Bedinungen die Hochschulbildung in unterschiedlichem Grad ‘öffentliche’ oder private Merkmale aufweist, erlauben die zugleich vorhandenen Gemeinnutz-Eigennutz-Merkmale der Hochschulbildung

einen Politikwechsel zwischen Eigenverantwortung und staatlicher Pflicht. Deshalb wäre es vernünftig, entsprechend der vorhandenen sozio-ökonomische Gegebenheiten eines Landes die staatliche Rolle und die Rolle der privaten Institutionen zu regeln.

> "It is more helpful to consider education is potentially rivalrous or non-rivalrous, and potentially excludable or non-excludable. In other words, far from the public or private character being determined by the 'intrinsic nature' of the good, the public or private character of education is a policy choice" (Marginson 2007, s.313).

Man kann zum dem Schluss kommen, dass das Globalisierungszeitalter den Aufbau von einem globalen subventionierten Hochschulbildungssystem verlangt. Der Eigennutzfaktor der Bildung generiert zwischen den Ländern und Kulturen sowohl Wettbewerb, als auch Konflikte. Das Wissen als ein Faktor der Produktion kann nur verkaufbares Wissen sein. Stabile Gesellschaften, Kulturen und Demokratien haben ihre Basis in der Solidarität zwischen den Menschen. Deshalb gibt es einen weltweit dringenden Bedarf an einem globalen und subventionierten Hochschulbildungssystem.

1.3.3 Privatisierung und Hochschulbildung,

Als die Liberalisierung, Privatisierung und Globalisierung der indischen Wirtschaftspolitik 1991 eingeführt wurden, wurden das Wirtschaftsmodel der gemischten Marktwirtschaft und das Licenzraj abgeschaffen. Diese Privatisierungspolitik Indiens erlaubte private Investition in fast allen Bereichen der Ökonomie. Nach 1991 wurden in Indien erstmals private Universitäten genehmigt und gegründet. Damit zog die Privatisierungsdebatte von der 'Peripherie' ins 'Zentrum' des Hochschulbildungsdiskurses in Indien.

Die Prozesse der Privatisierung wurden von den Wirtschaftswissenschaften in weiterem und engerem Sinn erklärt. Im weiteren Sinn bezeichnet Privatisierung die Verlagerung staatlicher Aktivitäten in den privaten Wirtschaftsbereich. In engerem Sinne versteht man die Privatisierung als die Überführung von öffentlichen Unternehmen in Privateingentum über die Börse. Die Theorielandschaft der Privatisierung wurde von Fagagnini und Caspari in drei Gruppen unterteilt: pro Homo-Oeconomicus und pro privatisierungsbasierte Theorien, contra Homo-Oeconomicus und contra privatisierungsbasierte Theorien, sowie pro Homo-Oeconomicus und contra privatisierungsbasierte Theorien untergeteilt (Fagagnini und Caspari 2004, s. 285-287). Homo-

Oeconomicus steht für ein Menschenbild und umfasst drei Eigenschaften: Rationalität, Eigennutzorientierung und Maximierung des individuellen Nutzens. Zu den pro Homo-Oeconomicus und pro privatisierungsbasierten Theorien gehören der Property-Right Ansatz, der Principal-Agent Ansatz, die Transaktionskostentheorie, die Theorie der neuen politischen Ökonomie und der Managerialismus. Dem Property-Right Ansatz zufolge sorgt ein privater Unternehmer besser für seine eigene Firma, als ein öffentlicher Träger, was in höherer Verwaltungseffizienz resultiert. Der Principal-Agent Ansatz behauptet, dass es zu Informationsasymmetrien zwischen Principal und Agent kommen kann und der Agent über genauere und bessere Infromation als der Principal verfügt; weiterhin kann es der Agent auf Kosten des Pricipals für seinen eigenen Nutzen einsetzen. Im Falle des Privatunternehmens sind die Kontroll- und Anreizsysteme besser auf den Agenten zugeschnitten, währeund der Agent unter dem privaten Prinzipal eher dem Firmeninteresse dient, als seinem Individualinteresse. Dies führt zu besserer Effizienz. Der Transaktionskostenheorie zufolge ist Privatisierung sinnvoll, weil durch die größere Flexibilität die Privatunternehmen ein reibungsloseres System als staatliche Unternehmen darstellen, womit die Transaktionskosten sinken und Effizienz gesteigert wird. Während Staatsunternehmen steuernde Politiker ihren eigenen Nutzen statt den der Allgemeinheit maximieren und dabei rational vorgehen, entzieht die Privatisierung der Politik Einfluss. Dem Managerialismus zufolge sollen moderne Mangagementtechniken in öffentlichen Unternehmen eingesetzt werden (Fagagnini und Caspari 2004, s. 286).

Diese Ansätze des pro Homo-Oeconomicus und der pro Privatisierung wurden von John Saul kritisiert, weil das Menschenbild des Homo-Ökonomicus das Gemeinwohl gefährden kann. Ihm zufolge ist "Ökonometrie, also die rein statistische, ideologielose Schmalspur und Schwundstufe der Wirtschafts nichts besseres als lustlose Kesselflickerei" (Saul 1998, s.9). Noam Chomsky kritisierte das vorherrschende Interesse an der Effizienz der Privatunternehmen, weil es nicht langfristig ausgerichtet sein kann. Nach ihm leistet Privatisierung manchmal etwas, aber sehr often nicht.

> "And, not for obscure reasons, a private corporation is not in the business of being humanitarian. It's in the business of increasing profit and market share. Doing that typically is extremely harmful to the general population. It may make some numbers look good. It may create what's called an economic miracle, meaning great for investors and

> murderous for the population. But there's no reason to think it's a good thing. What's claimed is, look at the inefficiency and corruption of the public institutions, which is true. Are the private ones better? The evidence for this is, as far as I know, nonexistent" (Chomsky 1996, s.163).

Die Contingency Theorie gehört zu den contra Homo-Oeconomicus und contra Privatisierungstheorien. Contingency Theorie argumentiert, "dass die Praxisentscheidung für bzw. wider Privatisierung nicht mit dem zu erwartenden Erfolg in Verbindung steht, sondern viel mehr mit den aktuellen persönlichen Zielen der Entscheidungsträger" (Fagagnini und Caspari 2004, s. 286). Stiglitz argumentiert, dass die privatrechtlich ausgekleideten Eigentumsrechte allein noch kein funktionierendes Anreizsystem bedingen. Eigentumsrechte bei großen Privatunternehmen sind sehr stark gestreut und die Effizienz verbesserende Steuerungsfunktion der Eigentümer bleiben weitestgehend aus (Stiglitz 1994, s.174). Die Annahme, dass die Privatunternehmen reibungsfrei, kostensenkend erwirtschaften, wurde von Stiglitz infrage gestellt; er behauptet stattdessen, dass nicht alle Privatunternehmen erfolgreich sind (Stiglitz 1994, s.173). Mit dem Begriff 'Privatisierungsparadox' bezeichnen Jasinski und Yarrow, dass die Informationsasymmetrien im Verhältnis der Privatunternehmen zur Regulierungsbehörde aktiv bleiben (Jasinski und Yarrow 1996, s.18). Dass Privatunternehmen die Regulierungsbehörde für die eigenen Interessen in Beschlag nehmen und instrumentalisieren, anstatt politischen Einfluss zu entziehen, kannn zur Ausbeutung durch den Politischen Einfluss führen. Es gibt daher keinen generellen Grund dafür, warum ein öffentliches Unternehmen bei gleichen Anreizstrukturen langfristig ineffizienter sein soll, als ein privates.

In diesem Zusammenhang kann man den neoliberalen Umbau des Hochschulwesens durch die Privatisierungnmaßnahmen besser verstehen. Universitäten und Bildungseinrichtungen sollten in dieser Sichtweise nach betriebswirtschaftlichen Gesichtspunkten neu gestaltet werden. Marktmechanismen sollten die Universtitäten und Hochschulen steuern. Der Wettbewerb soll nicht nur zueinander, sondern auch national und international gesetzt werden. Universtitäten sollen als Dienstleister auf dem Markt auftreten. Damit ändert sich das Verhältnis zwischen Universität und Studierenden. Das Ziel der universtitären Ausbildung ist nicht mehr ein Uniabschluss. Universitäten verkaufen eine Ausbildung, und Studierende sollen bereit sein, dafür

zu bezahlen. Studiengebühren werden das zentrale Instrument für die Durchsetzung dieser neoliberalen Logik. Studieren wird nach diesem Entwurf zum unternehmerischen Risiko.

Kritische Analyse

Die Privatisierung des indischen Hochschulwesens wurde als die Hilfsmaßnahme für die Ausweitung des Zugangs, der Zusicherung von Verteilungsgerechtigkeit und Finanzknappheit der zentralen und bundesstaatlichen Regierungen eingeführt (Anand C.L, 1999). Der *Knowledge Commission of India* zufolge reicht die finanzielle Unterstützung der Regierung nicht für die Erweiterung des Hochschulwesens aus, jedenfalls nicht in dem erforderlichen Ausmaße. Deshalb schlug die Kommission eine Privatisierung des indischen Hochschulwesens vor.

> "It is essential to stimulate private investment in higher education as a means of extending educational opportunities.. We must recognise that, even with the best will in the world, government financing cannot be enough to support the massive expansion in opportunities for higher education on a scale that is now essential". (FAQs on NKC recommendations on Higher Education: Question 6)

Obwohl die Kommission nicht direkt von einem Wettbewerb zwischen Universitäten spricht, unterstellt sie doch Accreditationmassnahmen, die einen Vergleich zwischen Institutionen ermöglichen.

> "The rapid growth in higher education, particularly in the private sector, has created a strong need for empowering students and parents with reliable information from a credible accreditation process. This system can be supplemented with the creation of self-regulatory bodies in the higher education system and the freedom to seek recognition from global accreditation systems". (FAQs on NKC recommendations on Higher Education: Question 15)

Der Kommission zufolge sollen die Studiengebüren neu bearbeitet werden. In öffentlichen Universitaten sollen die Studiumgebühren anstatt 10% mindestens 20% des gesamten Aufwands beitragen.

> "On an average, fees constitute less than 10 per cent of total expenditure in our universities. And, in most universities, fees have remained unchanged for decades. It is

> for universities to decide the level of fees but, as a norm, fees should meet at least 20 per cent of the total expenditure in universities". (FAQs on NKC recommendations on Higher Education: Question 13)

Nach Kapur und Mehta (2004) findet die Privatisierung des Hochschulwesens in Indien nicht aufgrund ideologischer Verpflichtungen seitens des Staats, des Rechtswesens und der oberen Klasse statt, sondern resultiert aus einem Zusammenbruch des staatlichem Systems und dem Austritt der indischen Eliten aus öffentlichen Institutionen. Die indische Mittelschicht, die über eine verbesserte Kaufkraft verfügt, ist bereit für die Hochschulbildung zu bezahlen.

> "For Indians, higher education has been, in Stanley Wolpert's evocative words, "the swiftest elevators to the pinnacles of modern Indian power and opportunity." This realization, coupled with the severe limitations of publicly funded higher education institutions and the greater purchasing power of the middle class, means that Indians are prepared to pay rather than be denied"(Kapur und Mehta 2004, s.5).

Der Misserfolg von indischen öffentlichen Institutionen ist von drei Faktoren bestimmt: dem abnehmenden Signalisierungseffekt der Hochschulabschlüsse, dem vagen, ideologischen Bekenntnis eines ‚halb gebackenen' Sozialismus und ‚halb gebackenen Kapitalismus' und dem Dirigismus (Kapu und Mehta 2004, s.13). Eintrittprüfungen haben einen besseren Signalisierungseffekt in Indien als die Hochschulabschlüsse. Nach dem 11.ten Fünf-Jahres-Plan stiess die Privatisierungpolitik auf positive Rezessionen. Ob sie eine positive Wirkung auch in Bezug auf Verteilungsgerechtigkeit und Exzellenz leisten kann, ist noch bestritten. In diesem Zusammhang beobachtet J. Thilak, dass nur wenige robuste und dynamische Hochschulbildungswesen der Welt privatisierte Bildungsystem bestizen. In Marktökonomien wie USA und dem westlichen Europa ist die Hochschulbildung überwiegend öffentlich geregelt. Viele Ökonomien mit einem privaten Hochschulbildungsystem sind noch Entwicklungsländer und leiden unter jahrzehntelangen sozialen und politischen Unruhen (Thilak 2007, s.633). Man kann daher sagen, dass die indische Hochschulpolitik auf einem schwerlich rückgängig zu machenden Kurs ist.

> "Many of the recent initiatives in policy reforms mark a transition in the history of higher education in independent India from a system embedded in welfare statism to a system partially based on quasi-market principles and finally to a system based on a neo-liberal market philosophy. Sadly, the transition seems to be complete and dangerously irreversible" (Thilak 2012, S.40).

1.3.4 Kommerzialisierung, Automatisierung und Hochschulbildung

Nach Marx wird ein nützliches Ding zur Ware, wenn es einen Gebrauchswert und einen Tauschwert besitzt. Der Gebrauchswert basiert auf der Nützlichkeit eines Dinges, denn durch seine intrinsischen Eigenschaften kann es ein menschliches Bedürfnis erfüllen, sei es physisch oder psychisch, real oder eingebildet. Der Tauschwert einer Ware stellt sich in einem Warenaustausch heraus:

> "The use value of objects is realised without exchange by means of direct relation between objects and man while on the other hand exchange value is realised only by exchange, that is by means of a social process" (Marx, s.664).

Der Prozess wodurch nützliche Dinge ihr Wesen verändern und zu Waren werden, Gebrauchwert und Tauschwert besitzen, bezeichnet Marx als Kommodifizierung. In der Wirtschaftswissenschaft ist der Begriff Kommerzialisierung gängiger als Kommodifizierung. Bei der Privatisieung des Hochschulwesens verändert die Hochschulbildung ihr Wesen; sie erscheint als eine Dienstleistung und reflektiert ihre Nützlichkeit immer mehr im Bereich des Tauschwerts. Die Kommodifizierung führt in der Marktökonomie zur Kommoditisierung. Damit ist gemein, dass aufgrund eines hohen Tauschwerts (aufgrund hoher Nachfrage) viele Produzenten gleiche oder ähnliche Produkte bzw. Dienstleistungen auf den Markt werfen. Der Begriff Standardisierung steht für die Vereinheitlichung der Ware in Bezug auf das, was sie erfüllen muss. Mause unterschiedet zwischen Bildung als Gut bzw. Lehrdienstleistung, Bildung als einem individuellen Bildungsstand und Bildung als einem Bestandteil des Humanvermögens . Er behauptet, dass Bildung keine Ware sein kann (Mause 2008, s.371). Hochschulen bieten nicht das Gut Bildung an, sondern Lehrdienstleistungen, die Individuen auf Märkten kaufen können, um mit deren Hilfe einen Bestand an Bildung aufzubauen oder den bereits vorhandenen Bildungsbestand zu erweitern. Gary S. Becker argumentiert, dass Ausbildungen als Gut "im

Sinne eines Tausches [mit] Geld-Ware überhaupt nicht angeboten [wird]. Angeboten werden lediglich Sach-Inputs (Lehrmittel, Gebäude) und Dienstleistungen (Lehrerstunden), die aber erst in der produktiven Kombination mit eigenem Zeitaufwand zu einem Ausbildungsergebnis führen." (Becker 1982, s. 82). Der Haushaltsproduktionsansatz (Becker 1982, s.101) nimmt die Schüler und Studenten als Produzenten ihrer eigenen Bildung wahr. Bildung ist demnach kein Wirtschaftsgut, sondern das Ergebnis eines zeitaufwendigen und mitunter mühevollen Produktionsprozesses, der im Kopf des jeweiligen Bildungsproduzenten abläuft. Freidman und Friedman erklärte, dass die Inanspruchnahme von Lehrdienstleistungen in Hochschulen, von Orten der Belehrung oder von einer Beschulung nicht automatisch dazu führt, dass ein Individium zu einem mehr oder weniger gebildeten Menschen wird.

> “In line with common practice, we have used education' and .schooling' as synonymous. But the identification of the two terms is another case of using persua sive terminology. In a more careful use of the terms, not all schooling' is .education', and not all .education' is .schooling.' Many highly schooled people are uneducated, and many highly educated' people are unschooled"(Friedman und Friedman 1990, s. 187).

Der individuelle Bildungsstand hängt in hohem Masse davon ab wie die Lebenssituation, das Interesse und die Leistungsmotivation, der Studienstil und die Intensität der Studierenden sind. Den Studiengang beeinflussbaren Gegebenheiten wie die Studieninfrastruktur, die Lehre und Betreuung können lediglich (wenn sie von schlechter Qualität sind) das Studium erschweren oder (bei guter Qualität) erleichtern. Nach dem Studium ist nicht die Bildung, sondern die Beschäftigungchance auf dem Markt relevant. “Aber Bildung kann als ein zentraler Bestandteil des individuellen Humanvermögens begriffen werden. Ein Mensch kann in dieser Sichtweise sein Humanvermögen auf einem Markt dem Arbeitsmarkt zu einem bestimmten Preis - dem Lohnsatz – anbieten” (Mause 2008, s.372).

Humankapital bezeichnet nicht nur Wissen, sondern auch die Fähigkeiten und Erfahrungen, die einer Einzelperson mehr Produktivität verleihen und es ihr ermöglichen, im Laufe ihres Lebens höhere Einkünfte zu erzielen (Mause 2008, s.372). Bildung ist demnach ein Element des Humankapitalbestandes eines Individuums und neben der Bildung wirken andere Investitionen, die auf die feststellbare Qualität des Humankapitals einwirken können ebenfalls ein, vor allem

medizinische Versorgung, Erfahrungen durch räumlichen und beruflichen Wechsel, Informationen über adäquate Verwendungen der eigenen Arbeitskraft" (Mause 2008, 373).

In diesem Zusammenhang wird es fragwurdig ob die Privatisierung und Kommerzialisierung der Hochschulbildung zum verbesserten Humankapital führen können. Die Zukunftfähigkeit einer Nation ist unmittelbar abhängig von der Qualität des Humankapitals, das sie besitzt. Deshalb wird die Entwicklung eines hochwertigen Humankapitals ein unverzichtbares staatliches Ziel. Wenn sie nicht auf Profit ausgerichtet sind, so sind Privatinstitutionen doch stets auf ihre Selbsterhaltung konzentriert. Demnach kann die Entwicklung des Humankaptials in privaten Bildungseinrichtungen nur nebensächlich bleiben. Eine zunehmende Privatisierung wirkt sich daher oft negativ aus. Eine Kommerzialisierung kann manchmal zur wirtschaftlichen Effizienz einer Institution beitragen; jedoch fokussiert sie eher das Marktgeschehen fokussiert als eine Sicherung des Humankapitals. Nach dem Haushaltsproduktionansatz ist der Studierende der Produzent seiner Bildung. Um die Bildung zu erzeugen, braucht er Lehrmittel, Gebäude, und Lehrdienstleistungen als Eingaben. Die Qualität und Kosten der Eingaben erschweren oder erleichteren die Produktion. Das Ausbildungsangebot der Privatinstitutionen kann nie kostengünstig werden, weil reduzierte Kosten zur Unwirtschaftlichkeit der Institution führt. Die Qualität des Bildungsangebot in privaten Institutionen richtet sich hauptsächlich nach der aktuellen Marktsituation, nicht aber nach einem zukunftsträchtigen Humankapital. Das heisst, die Privatisierung kann die Bildungproduktion nur erschweren. Wenn ein Unternehmen sein Humankapital verbesseren will, rekruitiert es entweder Personen, die das notwendige Vermögen bestizen oder setzt innerbetriebliche Ausbildungsmassnahmen ein. Je nach Dringlichkeit subventioniert oder unterstützt das Unternehmen die Ausbilldung. Wenn das hochwertige Humankapital unvorzichtbar für die nationale Zukunftsfähigkeit ist und Hochschulbildung einer der wichtigsten Bestandteile des Humankapital ist, gibt es keine andere Möglichkeit als eine hoch subventionierte Hochschulbildung.

Wirken Kommoditization und Kommerzialisierung der Hochshculbildung gefahrlich auf die Demokratie? Nach Fliessner kann die Kommerzialisierung entmenschlichen und entsolidarisieren, jedoch kann sie auch befreien und Raum für soziale Innovationen schaffen, da sie die traditionellen Fesseln zerstört. “Oftmals ist Kommodifizierung mit einem Wandel weg

von persönlichen Beziehungen und Interaktionsformen hin zu anonymen Marktbeziehungen verbunden. Die Beziehungen zwischen Personen werden von Beziehungen zwischen Personen und Dingen abgelöst"(Fliessner 2006, s.127). Eine Nation wirkt als eine Nation durch die Solidarität in der Bevölkerung und nicht durch ihre Kaufkraft. In diesem Sinn ist die Hochschulbildung das letzte Mittel, das noch übrig bleibt in der Marktökonomie, um die Solidarität zwischen Bürgern zu fördern und um die Demokratie zu stärken. Die Vermarktung der Hochschulbilung dagegen bringt das Risiko, die Wahl-Demokratie in eine Kauf-Demokratie zu verwandeln.

Die Kommodifizierung der Hochschulbildung bringt die Gefahr zu einer Automatisierung zu führen. Die Automatisierung als Produktionstechnik reduziert die Abhängigkeit von menschlichen Agenten im Produktionsprozess und setzt Computer, kontrollierte Maschinen oder Roboter ein. Damit reduziert die Automatisierung in der Massproduktion von standardisierten Gütern die menschliche Vermittlung und erhöht langfristig die Gewinne durch senkende Kosten. In Bezug auf die Hochschulbildung in Indien gibt es Versuche, Audio/Video Aufnamen renommierter Profossoren als Lernmaterial zu verteilen oder verkaufen. Das National Project on Technology enhanced Learning (NPTEL), Sakshat, und e- Pathasala von UGC bieten solche Materialien an. Die Gründe dafür sind die begrenzte Zugang zu Bildungseinrichtungen und Kosten. Im Vergleich zur Entwicklung eines online Portals ist es eine große Investition ein konventionelles Institut auf reale Weise zu vergrößern. Man braucht eine enorme Investition für die Expansion von konventionellen Institutionen. Online Lernmöglichkeiten demokratisieren auf diese Weise die Ausbildungsmöglichkeiten und tragen zu einem lebenslangen Lernen bei.

Noble F. kritisiert die Tendanz der Automation in der Hochschulbildung.

> "The buyers of this packaged commodity (learning materials), meanwhile, other academic institutions, are able thereby to contract out, and hence outsource the work of their own employees and thus reduce their reliance upon their in-house teaching staff. Most important, once the faculty converts its courses to courseware, their services are in the long run no longer required" (Noble F 1998, s.114).

Eine typische 'Diploma Mill' hat das Potential, ohne Unterrichteräume und Lehrkräfte in einer virtualisierten Lernumgebung einen Abschluss anzubieten. In diesem Fall wird die hochwertige

Hochschulbildung nicht verschwinden, wird bald aber nur noch für privelegierte Menschen möglich sein. Dies vermindert die Demokratisierung der Hochschulbildung, was jedoch eigentliches Ziel der Standardisierung ist. Ob das Lernen, das in einem entsozialsiertem (ohne Lehrer und Mitlernenden) Kontext stattfindet, das notwendige sozial relevante Humankapital aufbringen kann oder den Lernenden in einen Fußsoldaten des globalen Kapitalismus verwandelt, ist umstritten. Nur wenn die Wissenvermittlung durch menschliche Kräfte nicht besser ist als die maschinelle Vermittlung, kann eine Automatisierung sinnvoll wirken. Wenn jedoch die maschinelle Vermittlung nur eine Hilfe zur menschlichen Vermittlung leisten kann, ist es sinnvoll, weiterhin in ein konventionelles Universitätssystem zu investieren.

1.3.5 Standardisierung und Qualitätssicherung

Der Begriff Qualitätssicherung ist in den Wirtschaftswissenschaften ein Bestandteil des Qualitätsmanagements. Sie betrifft alle organisatorischen und technischen Maßnahmen, die nötig sind, um die Qualität eines Produktes bzw. einer Dienstleistung zu sichern. Im Rahmen der europäischen Hochschulbildung bezeichnen die ‘Standards und Leitlinien‘ mit dem Begriff Qualitätssicherung „alle Aktivitäten im Rahmen des kontinuierlichen Verbesserungsprozesses (d. h. Sicherung und Verbesserung der Qualität)” (Standards und Leitlinien für ESG 2015, s.12). Den *Standards und Leitlinien für die Qualitätssicherung im Europäischen Hochschulraum* (ESG) zufolge sind Rechenschaftslegung und Verbesserung die zentralen Absichten von Qualitätssicherung. “Ein erfolgreich implementiertes Qualitätssicherungssystem gibt den Hochschulen und der Öffentlichkeit nicht nur Auskunft und Gewissheit über die Qualität der Hochschulaktivitäten (Rechenschaftslegung), sondern hält auch Ratschläge und Empfehlungen für die Optimierung dieser Aktivitäten bereit (Verbesserung). Qualitätssicherung und Qualitätsverbesserung sind also eng miteinander verknüpft. Sie können die Herausbildung einer Qualitätskultur fördern, die alle umfasst – Studierende und Lehrende ebenso wie Hochschulleitung und Verwaltung” (Standards und Leitlinien für ESG,2015 s.11).

Qualitätssicherungsmassnahmen und Richtlinien, die in der aktuellen indischen Hochschulbildungspolitik verfolgt werden sind Standardisierungsmassnahmen, interne Qualitätssicherungsmechanismen und externe Qualitätssicherungsmechanismen. Historisch gesehen sind im indischen Hochschulwesen Trimester, Semester und annuale Systeme verbreitet.

IIMs (Indian Institutes of Management) setzen das Trimestersystem fort. ‚Non-affiliating' Universitäten wie die Jawaharlal Nehru University, New Delhi folgten dem Semestersystem, das Annualsystem hingegen war die Norm bei den vielen ‚affiliating' Universitäten. Die unterschiedlichen Bewertungssysteme der Universitäten erschwerten eine Annerkennung der Zeugnisse. Deshalb war es wichtig ein vergleichendes, standardisiertes Bewertungsystem nach globalen Muster einzuführen. Dementsprechend hat das UGC ein ‚Semester und Credit System (2007) statt des Annualsystems sowie ein 'Choice Based Credit System' (2015) als eine die Qualität sicherende Stadardisierugsmassnahame vorgeschlagen. (UGC guidelines on Choice Based Credit System 2015, s.2). Dem UGC zufolge ermöglicht das CBCS (Choice based credit system) den Studierenden unbegrenzte Mobilität zwischen Hochschulen und Universitäten und dies nicht nur in Indien sondern auch im Ausland.

> "this would ensure seamless mobility of students across the higher education institutions in the country and abroad," and also across "employment agencies." (UGC Public notice No. F.1 1-1/2015).

Die ‚Internal Quality Assurance Cell' (IQAC) ist ber Universitäten und Hochschulen dafür verantwortlich, sich für die Strategien und Verfahren der Qualitätssicherung einzusetzen.

> "Since quality enhancement is a continuous process, the IQAC will become a part of the institution's system and work towards realisation of the goals of quality enhancement and sustenance. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of institutions. For this, during the post-accreditation period, it will channelize all efforts and measures of the institution towards promoting its holistic academic excellence". (<http://www.naac.gov.in/IQAC.asp>).

Der Accreditationsprozess der *National Assessment and Accreditation Council* (NAAC) soll als ein externer Qualitätssicherungsmechanismus wirken. Zu den sieben Kriterien, die beim Accreditationsprozess berücksichtigt werden, gehören curriculare Aspekte – die Lehre, das Lernen und Prüfen –, die Forschung, Beratung, Extension, Infrastruktur und Lernmittel, ferner die studentische Betreuung und der Studienverlauf sowie die Einrichtung, Verwaltung und Hygienevorschriften.

Obwohl Bildung als Prozess verstanden werden kann, kann eine prozessbezogene Qualitätssicherung nur eine Grundlage darstellen. Bei der Hochschulbildung ist es wichtiger, eine Qualitätskultur zu fördern als die Prozessqualität zu prüfen. Prozessqualitätmechanismen sind nur der Weg, das Ziel allerdings muss die Qualitätskultur sein. Der Akkreditationsprozess und die Standardisierungsmassnahmen bergen die Gefahr als gelegentliche Instrumente eine Schein-Qualtität zu kommunizieren. Nicht selten tragen sie dazu bei, eine ‚Ausruh'-Haltung zu etablieren, die keine Verbesserung mehr anstrebt. Die Institutionen, die eine Qualitätskultur besitzen, brauchen dagegen oft keine Akkreditation, um ihre Qualität zum Ausdruck zu bringen. Unerwünschte politische Eingriffe tragen erheblich zur Qualitätsminderung der Hochschulbildung in Indien bei. Ob Akkreditationsprozesse solche Probleme beheben können, ist noch umstritten.

1.3.6 Information und Kommunikative Technologien (IuK) bei der Hochschulbildung

Information und Kommunikative Technologien (IuK) erleichtern die Produktion und Übertragung von Informationen. Sie umfassen traditionelle Technologien, wie das gedruckte Wort, ebenso wie modernste Kommunikations- und Datensystemen. IuK Technologien ermöglichen die Handhabung von Informationen und erleichtern verschiedene Formen der Kommunikation zwischen menschlichen Akteuren, zwischen Menschen und elektronischen Systemen und zwischen elektronischen Systemen. Digitalisierung ist das gemeinsame Merkmal der heutigen IuK Technologien. Universalität und Konvergenz sind die zentralen Eigenschaften der Digitalisierung. "Mit der Universalität des Codes (alle Inhalte werden auf den digitalen Code von Null und Eins transformiert) wird auch der Einsatzbereich universell. Die neuen ICTs sind sowohl Produktions-, Distributions- und Komsumptionstechnologien im Sinne einer industriellen Sichtweise, als auch Informations-, Kommunikations- und Unterhaltungstechnologien im Sinne des gesellschaftlichen bzw. kulturellen Kontextes. Mit Konvergenz wird die Verschmelzung von massenkommunikativen Rundfunktechnologien (broadcasting) mit Individualkommunikation (Telefonie) bezeichnet, die durch ein Zusammenwachsen der anfänglich getrennten Computertechnologie und Telekommunikation entstanden ist. ICTs transformieren Medien zu Diensten, alte und neue Informationsdienste existieren unter einer „virtuellen Informationswolke" (Maier Rabler 1996, s.42).

IuK Revolutionen machte Indien auch mit. Indiens Hochschulbildungspolitik seit 1991 unterstützt und fördert den IuK Einsatz, um die Bildung zu demokratisieren. Fast alle öffentliche und private Institutionen, die im Bereich der Hochschulbildung in Indien tätig sind, haben ein Webportal, wodurch alle notwendigen Informationen erreichbar sind. Um ein Distanzlernen zu erleichtern, werden viele Kurse online angeboten. Videoaufnahmen von Vorlesungen von renommierten (ausländischen und auch indischen) Professoren sind im Internet kostenfrei verfügbar. IuK Einsatz verbesserte nicht nur Zugang, sondern auch die Verteilungsgerechtigkeit bei der Hochschulbildung. IuK Einsatz öffnete neue Möglichkeiten bei der Gestaltung von Präsenzlernen, Distanzlernen und lebenslangem Lernen.

Nach Ruthven et.al, (2006) trägt der IuK Einsatz zur Verbesserung des Präsenzlernens bei. IuK Interventionen weiten die Verfügbarkeit der notwendigen Unterrichtsressourcen und Referenzen aus. Sie verbessert den Unterrichtsprozess und vereinfachen die Vermittlung von Denken und Lernen. IuK fördert selbständige Lerner-Aktivitäten beim Lernen und wirkt hilfreich, um die Lernmotivation zu steigern.

> "However, scrutiny of initial statements revealed five distinct but interconnected themes, relating to the perceived role of ICT in broadening classroom resources and reference, enhancing working processes and products, mediating subject thinking and learning, fostering more independent pupil activity and improving pupil motivation towards lessons". (Deany R et.al 2006, s.465)

Rösler unterscheidet Anwendungen von E-learning als Blended-learning und vollvirtuelles Lernen. Blended Learning bezeichnet die Mischformen von virtuellem Lernen und Präsenzlernen (Rösler 2010, s.19). Mit dem Begriff 'Präsenzlernen' wird die Form des institutionell gesteuerten Lernprozesses bezeichnet, wo das Lernen durch die Anwesenheit der Lernenden und Lehrenden an einem bestimmten Ort statt findet. Beim Distanzlernen oder Fernlernen ist dagegen die Anwesenheit der Lernenden und Lehrenden nicht unbedingt an einen bestimmten Ort gebunden. Vollvirtuelles Lernen findet für viele Lernkontexte außerhalb des Fernlernens statt. Die problematischen Aspekte eines vollvirtuellen Kurses im Vergleich zu Blended Lernen liegen auf der Hand, da zumindest soziale Komponenten beim Lernen unterentwickelt sind. (Rösler 2010, s.20).

Unbegrenzter Zugang zu Daten und Information allein macht Wissen nicht aus. “Dies allerdings nur unter der Bedingung, dass deutlich zwischen Daten, Information und Wissen unterschieden wird, ist doch Wissen viel mehr als Informationen: Es ist erfahrungsorientierte, verarbeitete Information, und schließt Handlungs und Urteilskompetenz ein." (Kübler 2001, s.152). Das Einsetzen von IuK Technoloigen beim Lernen erfordert und ermöglicht neue Formen der Wissenserschließung und individuellere Formen des Lernens, entsprechend den zentralen Forderungen der Lernparadigmen des Kognitivismus und des Konstruktivismus. Kognitivismus postuliert, dass Wissen nicht nur abzulagern, sondern in einem adäquaten internen Verarbeitungsprozess zu erreichen ist. Der Problemlösungsprozess steht im Vordergrund. Dem Konstruktivismus zufolge muss das Wissen in jedem Fall selbst konstruiert werden, um nachhaltig erinnert werden zu können und damit einen dauerhaften Wert zu bekommen. Demnach ist das Wissen die Fähigkeit, mit einer Situation umgehen zu können, um so auch komplexe Situationen zu bewältigen. Die neuen Medien stützen diese Prinzipien, sobald sie als Hypermedia gestaltet sind. (Wiktorin 2002, s.149). Gleichzeitig ist zu erwähnen, dass der IuK Einsatz bestimmte Grade der Fertigkeiten und Komptenzen der Lernenden und Lehrenden ensprechend dem Grad der Selbststeuerung und Fremdsteuerung beim Lernen verlangt. “Medienkompetenz darf sich nicht darin erschöpfen, technische Kompetenz zu erzeugen, womit die Handhabung und Bedienung von Hard und Software gemeint ist. Medienkompetenz muss auch semantische Kompetenz einschließen, die als die Fähigkeit apostrophiert werden kann, Informationen zu analysieren, zu bewerten und zu gestalten. Und drittens umfasst sie die pragmatische Kompetenz, unter der die Befähigung zur Kommunikation mit Hilfe des Computers sowie mit dem Computer als Medium zusammengefasst wird” (Wiktorin 2002, s.150). Die Behauptung, dass Iuk Technologien die Hochschulbildung demokratisieren, enthält viel mehr Hype, als in Wirklichkeit gerechtfertigt ist. Kompetenzen, die notwendig sind, um IuK Technologien für das Lernen zu benutzen, benötigen eine vorherige Ausbildung. Man kann daraus schließen, dass IuK die Bildung unter den Gebildeten demokratisiert, die dafür befähigt sind, mit dem Gebrauch von IuK Wissen zu erzeugen. Demnach sind IuK Technologien keine Substitute, sondern leisten nur Hilfe für das Lernen und auch bei der Hochschulbildung.

Schlussbemerkungen

Der Zeitraum nach 1991 leitete die Globalisierung, Privatisierung und Liberalisierung der Politik Indiens nicht nur im wirtschaftlichen Bereich, sondern auch bei der indischen Hochschulbildungspolitik. Wissensökonomie verlangt, dass die Hochschulbildung für den Studierenden die Beschäftigungschancen verbessern und die Konkurrenzfähigkeit der Nationalökonomie sicherstellen soll. Nach neoliberalem Umbau der Hochschulbildung liegt der Zweck der Wissenserzeugung primär auf dem wirtschaftlichen Erfolg und die Absicherung der Wohlfahrt der Bevölkerung wurde zu einer Nebensache. Übermäßiges Vertrauen auf Markt, um wertvolles Humankaptial zu produzieren, kann unerwünschte Konsequenzen für die Demokratie hervorbringen. Es ist verständlich, dass die Globalisierung Potential hat, Beschäftigungschancen überall auf der Welt zu bieten. Aber die Qualität der Ausbildung basiert nicht darauf, wieviel man für die Bildung bezahlt hat, sondern wie verantwortlich man sich fühlt, und wie flexibel man sich bereitstellt für die gesellschaftliche Wohlfahrt unabhänging davon, ob man im Inland oder Ausland lebt. Nach Aggarwal (2006) fördert die Globalisierung, das 'Innengerichtetsein' der indischen Bildungspolitik umzukehren und nach außen zu richten.

> "The higher education system in India has so far adopted an inward looking approach, concerned primarily to meet the domestic demand for higher education. With the integration of the country with the rest of world and the growing trade, investment and mobility of people, there is a need for outward looking approaches in higher education. The Indian Higher education should not only be able to meet the domestic demand but also the international demand for qualified and trained manpower" (Aggarwal Pawan 2006, s.140).

Es bedeutet nicht, dass die Hochschulbildung der Marktökonomie dienen soll, sondern genau umgekehrt soll die Bildung dazu befähigen, die Marktökonomie auszunutzen, um gesellschaftliche Wohlfahrt herzustellen. Die Ökonomisierung von Wissen und Erziehung der neoliberalen Bildungspolitik und der Rückbau des Sozialstaates können negative Folgen für die soziale Kohäsion haben. Radtke behauptet, dass "die doppelte Ökonomiesierung von Wissenschaft und Erziehung, ihre Funktionalisierung für die Erfordenisse der Wirtschaft einerseits und ihre markt und betriebswirtschaftliche Organisation andererseits geraten in einen selbst Widerspruch zu einer Bildungspolitik, die von den Bildungsorganisationen die

Intensivierung, Effektivierung und Mobilisierung von Humanressourcen erwartet. Obwohl die Bedeutung von Erziehung und Bildung für die Wirtschaft, für die soziale Kohäsion und für die Inklusionschancen des Individiums immer wieder betont wird, erlebt auch das Erziehungssystem den Rückbau des Sozialstaates. Die Erziehungsorganisationen werden betriebswirtschaftlich unter Druck gesetzt mit weniger Geld und Personal in kürzerer Zeit mehr Leistungen zu erbringen mit absehbar negativen Folgen für die Teilhabenchancen bestimmter Bevölkerungsgruppen" (Radtke 2006, s.52). Diese Kritik wirkt sehr treffend für die aktuelle indische Hochschulbildungspolitik.

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Kapitel 2

Indische Wirtschaftssektoren, die Fremdsprachkompetenz föerdern

Dieses Kapitel beschäftigt sich mit den indischen Wirtschaftssektoren, die Fremdsprachenkentnnisse benötigen und Fremdsprachenexperten für die Qualitätsverbesserung beim Produktionsprozess einstellen. Die Wirtschaftssektoren, die Fremdprachenkompetenz fördern, werden hier in zwei Gruppen unterteilt: die traditionellen und die neuen. Mit den traditionellen Sektoren sind diejenigen gemeint, die schon vor 1991, vor den Globalisierungsprozessen in Indien, vorhanden waren. Die neuen Sektoren stehen fuer diejenigen, die nach 1991 in der indischen Ökonomie entstanden sind. Im ersten Teil wird die IT Offshore-Dienstleistungsindustrie (ITES) im Bezug auf die Fremdsprachenförderung als neuer Sektor untersucht. Im zweiten Teil werden traditionelle Sektoren wie der Tourismus, das Gaststättengewerbe und die Übersetzungsindustrie im Bezug auf Fremdsprachennutzung analysiert. Nach der Markteröffnung Indiens, gekennzeichnet durch eine deutliche Liberalisierungs- und Privatisierungspolitik, haben sich viele multinationale Firmen, die weltweit bei der oben gennaten Sektoren tätig waren auch in Indien angesiedelt. Dies hatte eine erhöhte Nachfrage nach Fremdsprachenkenntnissen und Sprachlerneinrichtungen zur Folge.

2.1 IT Offshore-Dienstleistungsindustrie

Dieser Sektor wird unterschiedlich in der Wirtschaftsliteratur beschrieben. Wirtschaftstheorien aus den Hochlohnregionen der Welt wie Europa und USA stellen die Verlagerungsdimension heraus und sprechen von einer 'IT Offshore- Dienstleistungsindustrie.' Diskurse aus Niedriglohnländern z. B. in Indien sprechen von einer Erweiterung der Informationtechnologie und benutzen den Begriff der 'IT gestützten Dienstleistungsindustrie' (IT Enabled Servies) (Economic Survey of India 2014-15, s.166). NASSCOM bezeichnet diese Sektor als IT-BPM Industrie (Occupational Analysis of IT-BPM Industry, NASSCOM, 2014). In den aktuellen Wirtschaftsdebatten zeigt sich, dass drei Aspekte, nämlich Outsourcing, Offshoring und die Entwicklungen von Informationtechnologien für den Sektor zentral sind. Unter dem Begriff 'Outsourcing' versteht man die Ausgliederung von Produktions oder Dienstleistungen an externe Agenten oder Firmen, im Sinne einer Fremdbeschaffung. Der Begriff 'Offshoring' steht für eine Standortverlagerung.

Obwohl der Begriff Outsourcing in den 80er Jahren in den Wirtschaftsdiskurs eingeführt wurde, ist es als Wirtschaftskonzept und Praxis ebenso veraltet wie das dementsprechende Handeln (Kathawala et.al 2005,s.185). Das Neue im Outsourcing bewirkt einen zunehmenden Schwung im Dienstleistungssektor. Verbesserungen bei der Informationstechnologie ermöglichten das Outsourcing und Offshoring von Dienstleistungen.

> "The novelty at this time in the field of outsourcing is that it has gained momentum in the services. For a long time the service sector was considered impenetrable to international competition. With improved communications technology, such as the internet, services can cross political borders via the airwaves, getting at the same time, access to cheap labor, but well prepared"(Troacă & Bodislav 2012, s.53).

Outsourcing steht dafür, dass ein Unternehmen, dem hausintern eine gewisse Leistungsfähigkeit fehlt, die Leistung von einem oder mehreren anderen Unternehmen in Anspruch nimmt. Der Begriff 'Insourcing' bezeichnet dagegen eine Binnenbeschaffung, derentsprechend ein Unternehmen bei Bedarf auf die Dienste einer Tochtergesellschaft zurueckgreift. Wenn Insouring und Outsourcing auf eine andere Ökonomie zugreifen, spricht man von Offshoring. In diesem Sinne lässt sich der Begriff ITES als das datenbezogene Outsourcing, Insourcing und Offshoring von Unternehmen mit Hilfe von Informationstechnologien definieren.

Historisch gesehen begannen ITES-Prozesse mit einem IT Outsourcing in den 80er Jahren. Meist handelte es sich bei den Verlagerenden um IT Anwender, also um Firmen, deren Kerngeschäft in der Erstellung von IT-Leistungen oder IT-Produkten bestand wie es beispielsweise bei Banken und Versicherungen der Fall ist.Seitens der externen Dienstleister fanden sich damals in diesem Markt die größten amerikanischen und europäischen IT Dienstleisterunternehmen, z.B. Accenture, IBM, EDS und T-Systems. In den 90er Jahren eroberten IT Dienstleister aus Indien wie TCS, Infosys und Wipro zunehmend Markanteile in den USA und Europa (Feuerstein 2012,s.23).Weitere Entwicklungen im Bereich der Informationstechnologien wie z.B. dem Bereich des Internets, erlaubten in den 90er Jahren,unkomplizierte und regelmäßig stattfindende Betriebsfunktionen wie Gehaltsabrechnungen oder Kundenbetreungen auszulageren und trugen sozu einer verbesserten wirtschaftlichen Effizienz bei. Heute lagern die Firmen nicht nur

komplizierte Funktionen im Bereich der Finanz und Rechnungswesen aus; auch im Bereich Forschung und Entwicklung findet Outsourcing statt. Indien besitzt heute weltweit 56% des gesamten Marktanteil des IT-ITES Outsourcing (NASSCOM Strategic Review 2016,s.7).

Der OECD Bericht (2007) stellte die Faktoren, die bei der Outsourcing- Entscheidungen wichtig sind, zusammen. Nach diesem Bericht gehören Faktoren wie Steigerung der Effizienz, neuer Markteintritt, und Zugang zu strategischen Anlagen zu den bedeutendesten Aspekten (OECD 2007,s.5). Der zunehmende Wettbewerb im Inland und Ausland zwingt die Firmen ständig zu einer Verbesserung der Effizienz. Um dies zu leisten und die Kosten zu senken,nutzen Unternehmen weltweite Vernetzungen. Der Zugang zu neuen Märkten und zu strategischen Anlagen hilftden Unternehmen, ihren Wettbewerbsvorteil zu sicheren. Jedochentstehen mit dem Outsourcing zusammen mit den erwarteten Vorteilen, natürlich auch Risiken und Kosten durch die weltweite Fragmentierung der Produktion.

> "The fragmentation of the production process across various countries has given rise to considerable restructuring in firms including the outsourcing and offshoring of certain functions. Outsourcing typically involves the purchase of intermediate goods and services from outside specialist providers, while offshoring refers to purchases by firms of intermediate goods and services from foreign providers, or to the transfer of particular tasks within the firm to a foreign location. Offshoring thus includes both international outsourcing (where activities are contracted out to independent third parties abroad) and international in-sourcing"(OECD Report 2007,s.5).

Ein weiterer Grund, der kleine und mittelständische Unternehmen zuder Auslagerung von Teilprozessen motiviert, sei, so Meinhold und Grobla, das Basel-II Abkommen, weil dieses Abkommen unter anderem eine Stabilisierung des Kreditwesen anstrebt.

> „In der Praxis bedeutet dies, dass bei der Kreditvergabe zukünftig das Ausfallrisiko eine weitaus größere Rolle als bisher spielen wird. Aus diesem Grund werden Banken bei der Kreditvergabe künftig das Augenmerk vor allem auf die professionelle Führung des Betriebes und auf das betriebswirtschaftliche Know-how legen. Unternehmen, die diesen neuen Ansprüchen bei der Kreditvergabe genügen wollen, sollten deswegen intensiv an einer Verbesserung ihrer Bonität arbeiten. Und die ist mit Outsourcing-Projekten am effektivsten zu erreichen" (Meinhold und Grobla, s.1).

Feuerstein unterteilt das Outsourcing in zwei Varianten: Offshore-Outsourcing und Kaptive-Offshoring. Unter dem Begriff Offshore-Outsourcing wird die gleichzeitige Aus- und Verlagerung von vorher intern erbrachten Leistungen an einen externen, spezialisierten Dienstleister verstanden, die Leistung seinerseits offshore erbringen lässt. Der Begriff 'Kaptive Offshoring' steht für eine firmeninterne raeumliche Arbeitsverlagerung. Diese Varianten der Verlagerung wird als Kaptive offshoring bezeichnet, weil die in entferne Regionen gegruendete Niederlassung Eigentum des Mutterunternehmens bleibt (Feuerstein 2012,s.23).

Folgende Illustration aus OECD Bericht (2007) veranschaulicht die Zusammenhänge zwischen Outsourcing und Offshoring.

		Standort: National	Standort: International	
Sourcing	Zwischen den Firmen(Outsourcing)	Inland outsourcing	Internationale outsourcing	offshoring
	Unter den Tochtergesellschaften (Insourcing)	Inland Lieferung	Internationale insourcing	
		Innerhalb einer Nation.	Zwischen den Nationen	

(Quelle: frei uebersetzt aus OECD Bericht 2007:*Moving up in the Valuechain*, s.6)

2.1.1 ITES in Indien

Indien als ein Wirtschaftsstandort profitierte vor allem von den Outsourcing und Offshoring Strategien der Unternehmen aus der Hochlohnregionen der Welt im Bereich der Dienstleistungen. Bis zum 90er Jahren blieb die Verlagerung meistens im verarbeitenden Gewerbe. Entwicklungen in der Informationstechnologie ermöglichten es, die datenbezogene Geschäftsprozesse auszulagern. Als ein Gigant im Bereich Informationtechnologie wurde Indien unter den Niedriglohnländern ein beliebter Outsourcing Zielort. Nicht nur indische Firmen wie

TCS, Infosys, Wipro und HCL, sondern auch die grössten amerikanischen und europäischen standortsoftware Hersteller wie z.B Microsoft, SAP, Adobe, Oracle und auch Unternehmen, die Software als Teil von Grossmaschinen (embedded software) entwicklen, unterhalten große Offshore-Entwicklungszentren in Indien, in denen sie Teile ihrer Produkte entwickeln lassen. Das Vorhandensein von multilingualen, hoch qualifizierten IT Fachleuten und die Niedriglohnstruktur verwandetlten Indien in das Backoffice der Welt.

> "Owing to its advantageous factors like presence of one of the world-best intellectual and internet resources, lower cost structure, multi-lingual capabilities, etc., India has emerged as the 21st century's software powerhouse, offering many advantages as a global sourcing hub, especially for IT enabled Services (ITES) and Business Process Outsourcing (BPO)".(<http://business.gov.in/outsourcing/challenges.php>)

2.1.1.1 Wachstum des ITES Sektors in Indiens

Die Daten aus dem Zeitraum 1998 bis 2015 zeigen ein enormes Wachsutm im indischen IT–ITES Sektor. Die Zahl der Beschäftigten blieb (2014) um 3,1 Millionen (unmittelbar) und 9 Millionen (mittelbar). Laut eines Berichtes des NASSCOMs wird dieser Sektor biszum Jahr 2020, 30 Millionen Arbeitsplätze generieren (Occupational Analysis of the IT-BPM Industry: BPM Subsector, s.3).Heute sind mehr als 16000 Unternehmen in Indien im IT-ITES Sektor tätig; 4200 davon sind ‚Start-ups' (IT- BPM Sektor in India: Strategic review 2016, s.7). Die indische IT-ITES Industrie ist von 4.8 Billion US Dollar im Jahr 1998 auf 129 Billion im Jahr 2015 angestiegen. Der Beitrag zum Bruttoinlandsprodukt betrug 1.2% im Jahr 1998, 4.8% im Jahr 2006 und 8.5% im Jahr 2015. Die unmittelbare Zahl der Beschäftigten betrug 190000 im Jahr 1998; bis zum Jahr 2015 werden 3,7 Millionen prognostiziert. Allein die Zahl der unmittelbaren Beschäftigten im BPM Subsektor (Business Process Management) betrug 42000 im Jahr 1999; 2007 belief sie sich bereits auf 545000 im Jahr (Chanda 2008,s.9). Der Schätzung NASSCOMs zufolge wird der indische IT-BPM Umsatz bis zum Jahr 2020 auf 200-225 Billionen steigen; bis zum Jahr 2025 wird er sich auf 350-400 USD belaufen (IT- BPM Sektor in India: Strategic review 2016, s.9). Dem 'Economic Survey of India 2014-15' zufolge betrug der Umsatz in diesem Sektor um die 129 USD und beschäftigte 3,7 Millionen Menschen (Economic Survey of India 2014-15,s.167).

Wachstum Indiens im IT-ITES Sektor von 2008 bis 2015

Jahr	Inland(Billion USD)	Ausfuhr (Billion USD)	Insgesamt (Billion USD)	Beschäftigung (Million)	Prozent des BIP(Brutto-Inlandsprodukt)
2008	11.7	40.4	52.1	2.0	6.4
2009	12.8	47.1	59.9	2.2	6.7
2010	14.0	49.7	63.7	2.3	6.5
2011	17.1	59	76.1	2.5	7.1
2012	18.7	69	87.7	2.8	7.5
2013	19.1	76.1	95.2	3.0	8.0
2014	19.0	86.0	105	3.1	8.1
2015	22	108	130	3.7	8.5

(Quelle: Economic Surveys of India von 2008 bis zum 2015-16)

Die indische IT–ITES Industrie ist sehr stark an Exporten orientiert und konzentriert sich überwiegenend an den USA und Europa. Der Export in die USA beträgt zweidrittel des gesamten Ausfuhrumsatz. Der Export nach Europa liegt bei 23% (Chanda 2007, s.16).

2.1.1.2 Unterteilungen im ITES Sektor

Der 'Economic Survey of India 2014-15' unterteilt den IT-ITES Sektor in drei Kategorien: IT Dienstleistungen, BPM (Business Process Management) Dienstleistungen und Forschung sowie Entwicklung.

> "The Indian IT-BPM industry consists of IT services, which constitute the largest segment with a share of around 52 per cent, followed by BPM with share of around 20 per cent, software products, engineering research and development (ER&D) and product development, which together account for around 19 per cent share". (Economic Survey of India 2014-15,s.166).

Der 'Economic Survey of India 2012-13' (s.223) und NASSCOM unterteilten den Sektor in vier Unterkategorien:IT Dienstleistungen (ITS), Business Process Management Dienstleistungen (BPM), Ingeniuerwesen- Forschung und Entwicklung (ER&D) und Software Produkten (Occupational Analysis of IT-BPM Industry: BPM Subsector,s.11). Dementprechend gehören

BPM Dienstleistungen, der Bereich Forschung und Entwicklung und die Software Produktion zum ITES Sektor. Obwohl Fremdsprachenkenntnisse bei allen diesen Kategorien nützlich sein können, ist die Wichtigkeit von Englisch- und Fremdsprachenkenntnisse vor allem in diesem Sektor ein unverzichtbares Merkmal (Occupational Analysis of the IT- BPM industry: BPM subsector, s.50).

> "Thus, to work in a BPM organisation, you need to have generic and functional skills.
> Key Generic Skills: Proficiency in English or other foreign languages, Good communication skills – written and oral,Analytical skills,Problem solving,Managerial and operational skills, Basic computer skills with knowledge of MS Office and Web. Key Functional Skills: Domain-specific knowledge like banking, insurance, law, retail media, energy, and so on is required to cater to industry-specific requirements. Jobs that require value-added functions catering to specialised roles would require an MBA, an MCA, a CA or CFA, an LLB, a research degree holder, and so on."(Occupational Analysis of the IT BPM industry: BPM Subsector, s.50)

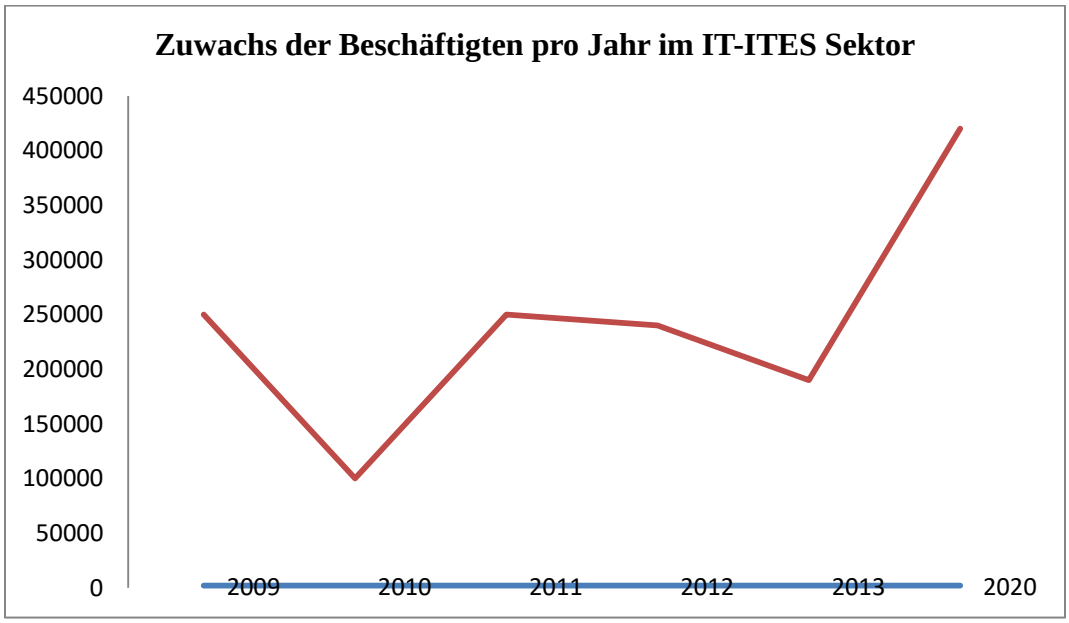
Die Wirtschaftsliteratur unterscheidet zwischen BPOs und KPOs beim Outsourcing. Der Unterschied liegt im Bereich Wissensanförderung und Geschäftsrelevanz. Business Process Outsourcing (BPO) bezeichnet das Auslagern kompletter Geschäftsprozesse, die nicht als Kerngeschäft angesehen werden. Der Fokus liegt mithin nicht auf Technik, sondern auf Geschäftsrelevanz. Ein Beispiel dafür ist die Auslagerung von Einkaufs- oder Personalabrechnungsprozessen (Holger von Jouanne-Diedrich 2004,s.130). Der Begriff Knowledge Process Outsourcing (KPO) bezeichnet das Outsourcing von informationsbezogenen Kerngeschäftsprozessen, die wissenintensiv sind und in einem hohen Maße zur Wertsteigerung beitragen.

2.1.1.3 Tendenzen im Bereich Beschäftigung und Fremdsprachenbedarf

Laut NASSCOM gelten English- und Fremdsprachenkenntnisse alseineSchlüsselfertigkeit, die Mitarbeiter im BPM Sektor mitbringen müssen. Der Prognose NASSCOMs zufolge wird bis zum Jahr 2020 die Zahl der Beschäftigten indiesem Sektor um 420000 Arbeitnehmer pro Jahr steigen.

> "The net demand for talent in FY2013 stands at an estimated 0.19 million professionals. Assuming an employment growth scenario of 9 per cent, the demand for talent is

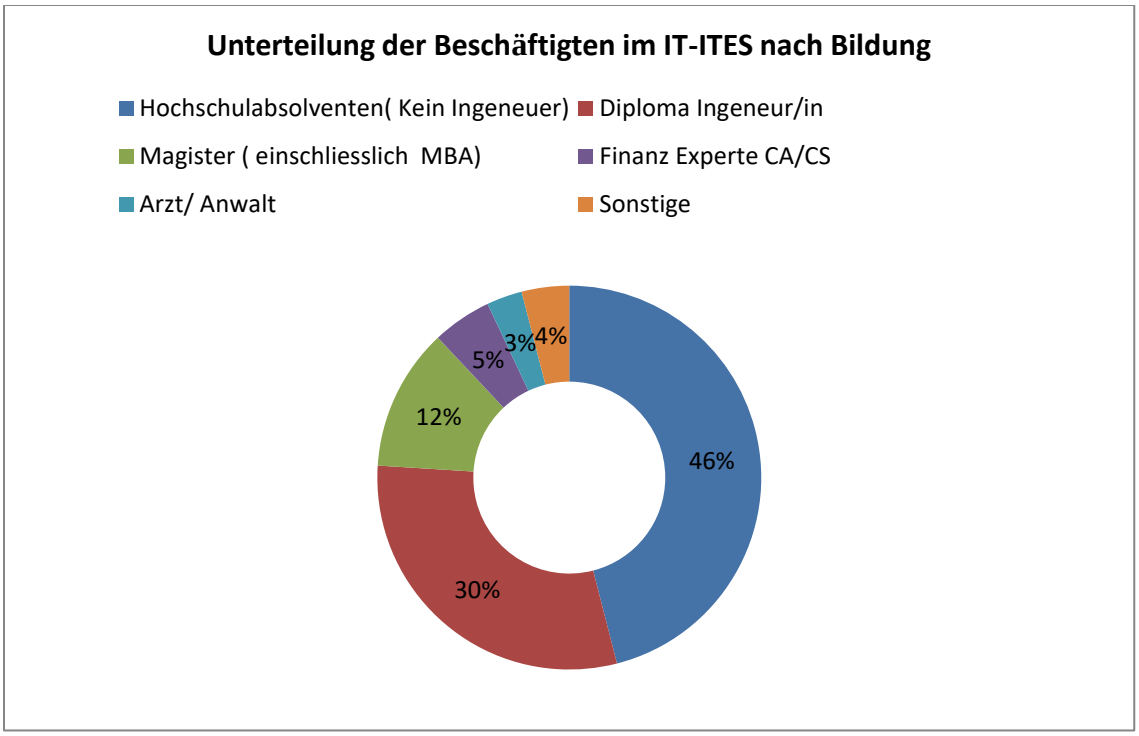
expected to be more than double, i.e. 0.42 million by 2020" (Talent Supply Demand Analysis –IT BPM Industry, NASSCOM 2014, .10).



(Quelle: Talent Supply Demand Analysis –IT BPM Industry, NASSCOM 2014, s.10)

Schätzungen der NASSCOM zufolge sind 46% bis 50% der Beschäftigten in der IT-BPM Industrie Hochschulabsolventen, die keine Diplom-Ingeneure sind. Die aktuelle Zuwachsrate (CAGR) des Personalbedarfs liegt bei 8.6% bis 9% im Durchschnitt; im Bereich Umsatz liegt sie bei12.8% (Talent Supply Demand Analysis –IT BPM Industry, NASSCOM 2014, s.11).

"It is interesting to note that contrary to the popular belief that mostly engineers are hired in the IT-BPM industry, only 1/3rd of the people employed in the industry are Engineering graduates. ~50 per cent are graduates other than engineers" (Talent Supply Demand Analysis –IT BPM Industry, NASSCOM 2014, s.13).



(Quelle: Talent Supply Demand Analysis –IT BPM Industry, NASSCOM 2014, s.13)

Es ergibt sich ein zusätzlicher Bedarf an 200000 Hochschulabsolventen mit Englischkenntnissen und weiteren Fremdfrachekompetenzen bis zum Jahr 2020. Wenn der Personalbedarf pro Jahr um 20% bis zum Jahr 2020 wächst, wird der Sektor 350000 zusätzliche Sprachexperten benötigen.

> "However, if employment grows at 20 per cent, a number that was being projected frequently 5-6 years back, the talent demand could be ~0.7 million"(.Talent Supply Demand Analysis –IT BPM Industry, NASSCOM 2014, s.10).

Ulrich Ammon versuchte die Sprachen in Bezug auf ihre wirtschaftliche Stärke einzuordnen und meinte, dass die wirtschaftliche Stärke der Sprachen nicht statisch, sondern dynamisch ist. Ihm zufolge belegte im Jahr 1987 Russisch im Bereich wirtschaftlichen Stärke Rang 4; im Jahr 2005 belegte Russischden Rang 10 (Ammon 2013, s.110). Verbindet man den Fremdsprachenbedarf im ITES Sektor mit der wirschaftlichen Stärke der Weltsprachen, wird es möglich,denBedarf an Fremdsprachen im Bereich ITES darzustellen. In der folgenden Tabelle wird mit Hilfe der wirtschaftlichen Stärke der Weltsprachen das Bruttoinlandprodukt in Billon USD (Ammon 2013,s.110) dargestellt und derAnteil an fremdsprachlichem Personalbedarf im ITES Sektor

prognostiziert. Nach dieser Schätzung liegt der zusätzliche Personalbedarf im Bereich Deutsch (pro Jahr) bei 21420 bis 37485 Arbeitnehmern bis zum Jahr 2020.

Geschätzter Personalbedarf mit Fremdsprachenkompetenz
im indischen ITES Sektor bis zum Jahr 2020

Sprache	BIP in Billion USD auf Basisjahr 2005 (Mitteljahr 1995-2015)	Relativer Anteil	Fremdsprachlicher Personalbedarf (CAGR 9% im Jahr 2020)	Fremdsprachlicher Personalbedarf (CAGR 20% im Jahr 2020)
Englisch	12717	39.46%	78920	138110
Japanisch	4598	14.17%	28340	49595
Deutsch	3450	10.71%	21420	37485
Spanisch	3204	9.95%	19900	34825
Chinesisch	2400	7.45%	14900	26075
Französisch	2215	6.88%	13760	24080
Italienisch	1207	3.75%	7500	13125
Arabisch	984	3.06%	6120	10710
Portugiesisch	872	2.71%	5240	9485
Russisch	584	1.82%	3640	6370

Kritik

Die indische ITES Industrie muss sich zunehmend dem Wettbewerb mit anderen Niedriglohnländern stellen. Allein im Bereich ‚Voice Contracts' verlor Indien in den vergangenen fünf Jahren gut 10% seines Marktanteils. In Asien sind es die Philippinen, Malaysia und China, die zur Konkurrenz werden, in Nordafrika Ägypten und Marokko und in Südamerika Brasilien, Mexiko, Chile und Kolumbien. Auch europäische Länder wie Polen,und Irland verschärften den Druck für Indien (Economic survey of India 2012-13, s.223).Der Vorteil Indiens basiert auf dem Überfluss von hochqualifizierte Belegschaft und Niedriglohnstruktur. Zwar steigendie Kosten in Indien – ein Faktor, der den indischer Vorteil zweifellos vermindert –

jedoch bleibt der Vorteil an billigen, hochqualifizierten Arbeitnehmern aufgrund des demographischen Wandels in Indien gesichert.

> "India is, therefore, fast moving up the value chain in all aspects of scientific and financial research from software to medical to bio-medics. There are already more software experts in Bangalore than in the Silicon Valley. As Business Week ('The other MIT' 22-29August, 2005) has concluded, 'unlike China, India's significant cheap labour is not a pool of factory workers, but a huge crop of scientists" (Kaul Sanat.2006,s.18).

Deshalb wird das Outsourcing und Offshoring in Bezug auf Indien eine langfristige Wirschaftsstrategie bleiben. Indien wird als der Maßstab für alle Aktivitäten der Outsourcing-Wertschöpfungskette, BPO, KPO sowie Forschung und Entwicklung sein. Es wird immer deutlicher, dass die Schutzmaßnahmen der Industrieländer dem Vorteil von kostengünstigen und hochqualifizierten Arbeitnehmern nicht entgegentreten kann. Es lässt sich also festhalten, dass das Outsourcing als Wirtschaftsstrategie langfristig bleiben wird und sich Schutzmaßnahmen in diesem Sinne als nachteilig erweisen:

> "Outsourcing is thus a phenomenon that is here to stay, and falling back onprotectionist measures is a surefire way of losing competitiveness in the globalmarket. In order to compete [...], the government should concentrate on developing an effective knowledge infrastructure to meet industry's demands and provide cost-effective alternatives to outsourcing. This kind of non-interventionist policy will not only galvanizedomestic industry without resorting to the crutches of protectionism but also ensure the training and creation of a pool of skilled human capital to take advantage of further advances in the industry and technology, thus assuring a near-permanent advantage".(Gonzales et.al,2006. s.21)

Gleichzeitig ist zu beachten, dass die Attritionsrate im indischen BPO Sektor sehr hoch liegt, nämlich zwischen 40%-60% (Babu 2004, s.496). Laut Babu sind befristete Verträge, Arbeitsstress und fehlende Aufstiegschancen verantwörtlich für die hohe Attritionsrate in diesem Sektor:

> "Employment in BPOs implies a host of insecurities and vulnerabilities, which are partially reflected in the high attrition rates. Despite the salaries and facilities an ordinary

> graduate in India could never imagine at any other job, the average attrition rates in the industry is quite high and there are various estimates that suggest it in the range of 40-60 per cent.[…] The separation from the firms is mostly due to the expiry of contractual term, increased stress and lack of career prospects within the firm" (Babu 2004,s.496).

2.2 Tourismus

‚The India Tourism Development Corporation' wurde im Jahr 1966 etabiliert um das Potential Indiens als Tourismusstandort zu fördern. Das sechste Dokument des fünf Jahresplan (1980-85) formulierte zum ersten Mal eine umfassende Tourismuspolitik für Indien und förderte die Entwicklung von ‚Travel Circuits'. Das nachfolgende Dokument (1985-90) erkannte den Tourismus als eine Industrie an und gründete ‚The Tourism Finance Corporation of India' (TFCI) um die Tourismusprojekten zu finanzieren. Obwohl der Industriestatus im Jahr 1985 für Indien etabliert wurde, fanden auch vorher internationale Geschäftsreisen (Deshatan) sowie Reisen zu Ausbildungszwecken (Paryatan) oder Reisen aus religiosen Motiven (Thirthadan) statt. Der Freizeittourismus als Massenphänomen ist jedoch viel jüngerer und verbreitete sich vor allem in der zweiten Hälfte des 20. Jahrhunderts. Die ‚United Nations World Tourism Organization' (UNWTO) versucht den Begriff ‚Tourismus' zu definieren. Der UNWTO zufolge wird der Tourismus als eine Aktivität bestimmt,in der Menschen zu Orten außerhalb ihrer gewohnten Umgebung reisen und sich dort zu Freizeit-, Geschäfts- oder bestimmten anderen Zwecken (außer einer Tätigkeit, die vom besuchten Ort bezahlt wird) nicht länger als ein Jahr ohne Unterbrechung aufhalten.

> "A visitor is a traveller taking a trip to a main destination outside his/her usual environment, for less than a year, for any main purpose (business, leisure or other personal purpose) other than to be employed by a resident entity in the country or place visited. These trips taken by visitors qualify as tourism trips. Tourism refers to the activity of visitors"(UNWTO: International Recommendations for Tourism Statistics 2010,s.10).

Eine erweiterte Erklärung der UNWTO berücksichtigt die soziale, kulturelle und wirtschaftliche Dimensionen des Tourismus.

> "Tourism is a social, cultural and economic phenomenon which entails the movement of people to countries or places outside their usual environment for personal or

> business/professional purposes. These people are called visitors (which may be either tourists or excursionists; residents or nonresidents) and tourism has to do with their activities, some of which involve tourism expenditure"(Glossary of Tourism terms, 2014, s.1).

Obwohl die Definition des Tourismus von UNWTO auch in Indien angenommen wurde, unterscheidet sie sich in der Praxis in Bezug auf die jeweilige Dauer des Aufenthalts, insbesondere aufgrund verschiedener Visumsrichtlinien. Internationale Touristen bekommen in Indien eine Aufenthaltgenehmigung höchstens für sechs Monate. (<http://passportindia.govt.in/AppOnlineProject/online/VisaServices>).

> "Foreign tourist is person visiting India on a foreign passport, staying at least 24 hours in the country, the purpose of whose journey can be classified into under one of the following headings: (i) Leisure and (ii) Business" (India Tourism Statistics 2008,s. 267).

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Touristen und Tourismus lassen sich in verschiedene Gruppen einteilen, abhängig von der Dauer des Aufenthalts, dem Typ der benutzten Transportmittel, der zurückgelegten Entfernung, dem Zweck des Reisens und dem Aufwand, den das Reisen erfordert. Anhand der statistischen Tourismusdefinition des UNWTO lassen sich drei Arten von Reiseströmen beim Tourismus unterteilen: Der Binnenreiseverkehr (domestic tourism) bezieht sich auf die Einwohner eines Landes, soweit sie nur innerhalb des Landes reisen, d.h., dieser Begriff bezieht sich solche Fälle, in denen die Bewohner eines Landes an Orte reisen, die sie gewöhnlich nicht besuchen, die jedoch in ihrem eigenen Land liegen. Von Einreiseverkehr (inbound tourism) spricht man, wenn Ausländer unterwegs sind, die das Land normalerweise nicht besuchen bzw. nicht dort ansässig sind. Der Ausreiseverkehr (outbound tourism) bezieht sich auf Menschen, die in ein anderes Land reisen und sich dort, außerhalb ihres gewöhnliches Lebensumfeldes, aufhalten. (International Recommendations for Tourism Statistics 2008, s.15).

2.2.1 Das Wachstum der Tourismusindustrie in Indien

Obwohl der Binnenreiseverkehr als ein wichtiger Teil des Tourismus in Indien besteht, wird er im Folgenden keine weitere Rolle mehr spielen, da es in diesem Bereich kaum Fremdsprachenkompetenz bedarf.Zurzeit ist der Tourismus die größte Dienstleistungsindustrie Indiens. Der Beitrag zum Bruttoinlandsprodukt (BIP) lag im Jahr 2014 bei 6.7% (642.5

Millionen Rupien) und es wird in den nächsten Jahren ein Wachstsum von 7.3% pro Jahr erwartet. Die Prognose für das Jahr 2025 beläuft sich auf 16,587.2 Millionen Rupien (7.6% von BIP). Der Beitrag zur Beschäftigung belief sich auf 8.7% im Jahr 2014 und wird die Grenze von 9.0% (45,566.000) im Jahr 2025 erreichen (WTTC 2015 India, s.5).

Wachstumsindizen des Tourimus in Indien

Jahr	Einreisede (Millionen)	Zuwachsrate (%)	Einkünfte (FEE) (in Crore Rupien)	Zuwachsrate (%)
2007	5.27	12.8	5,142,0	27.9
2008	5.07	-3.79	5,634,0	9.5%
2009	5.11	0.78	54,960	-3.0
2010	5.58	9.3	64,889	18.1.
2011	6.29	8.9	77,591	19.0
2012	6.58	4.61	94,487	21.0
2013	6.96	5.9	1,07,671	4.0
2014	7.45	7.1	1,20,083	6.6
2015	8.0	4.5	1,31,558	9.5

2.2.2 Fremdsprachenförderung im Tourismus

Zu dem Tourismus gehören in Indien drei Unterkategorien: Das Hotelgewerbe, das Gaststattengewerbe und Reisebüros. Nach denAuswertungender Industrie werden Fremdsprachekenntnisse meistens nur in Reisebüros für Angestellte als Reiseleiter/innen verlangt. Die Genehmigungsrichtlinien (2011) für Reisebüros in Indien geben vor, dass entweder der Besitzer oder wenigstens einer der Beschäftigten eine weitere Sprache als Englisch sprechen müssen.

> "TA should be under the charge of the Owner or a full time member who is adequately trained, experienced in matters regarding ticketing, itineraries, transport, accommodation facilities, currency, customs regulations and tourism and travel related services. Besides this, greater emphasis may be given to effective communication skills, knowledge of foreign languages, other than English." (Guidelines for Recognition/Renewal or Extenstion as an approved Travel Agent/Agency (TA) Ministry of Tourism 2011, s.2).

In Bezug auf Reiseleiter/innen unterscheiden die Richtlinien vier Gruppen: ‘General’, ‘General-linguistic’, ‘Expert Guides’, and ‘Expert-linguistic’ (No. 7–TT.II (07)/2000–GD–Vol.II, Ministry of Tourism Clause 2.1, s.2). Fremdsprachenkenntnisse werden vor allem von Reiseleiter/innen für die Beschäftigung als ‘General-Linguist’ und ‘Expert-Linguist’ erwartet.

> “There shall be four categories of Regional Level Tourist Guides as per the following details:[…] ii) General – Linguistic: Linguists with fluency in foreign languages (apart from English), such as French, German, Spanish, Korean, Russian, Japanese, Thai, Arabic, Hungarian, Polish, Hebrew, Chinese etc., as identified by the Ministry from time to time would be approved under this category.[…] iv) Expert – Linguistic: This category of Regional Level Tourist Guides would be scholars, specialists etc., in the fields of Tourism, Indian History / Architecture / Culture/ Archaeology / Wildlife or other related fields of Tourism with fluency in foreign languages (apart from English), such as French, German, Spanish, Korean, Russian, Japanese, Thai, Arabic, Hungarian, Polish, Hebrew, Chinese etc., as identified by the Ministry from time to time would be approved under this category”. (No. 7–TT.II (07)/2000–GD–Vol.II, Ministry of Tourism Clause 2.1,s.2)

2.2.3 Beschäftigugstendanzen bei der Reisebüros in Indien.

Der Schätzung der ‘National Skill Development Corporation’ (NSDC) zufolge werden 5% bis 7% der Beschäftigten des Tourismussektors m Zeitraum von 2013-2022 in Riesebüros arbeiten. (Human Resource and Skill Requirements in Travel and Tourism and Hospitality Sector [2013-17,2017-22],s.iv). Im Jahr 2013 beschäftigten die Reisebüros in Indien um die 46 Millionen Menschen und den Prognosen zufolge, werden es im Jahr 2022 cirka 66 Millionen Menschen sein.

> “The travel agents and tour operators subsector currently employs ~0.46 million people and the employment base isexpected to reach 0.66 million by 2022”. (Human Resource and Skill Requirements in Travel and Tourism and Hospitality Sector (2013-17,2017-22, s.45)

Nach der Schätzung des NSDC waren 28.2% der Einreisenden im Jahr 2012 Europäer. Die Zahl der Einreisende aus Deutschland liegt konstantbei 3%.

> "An in-depth analysis shows that FTAs (First Time Arrivals) from Western Europe accounted for 28.2% of the total share, while those from South Asia accounted for 17.8%, slightly less than 19.7% from North America. At a country level, US (15.81%) and UK (11.98%) together accounted for more than a quarter of FTAs in 2012. Bangladesh, Sri Lanka, Canada, Germany, France, Japan and Australia were other countries with an individual share of more than 3% each". (Human Resource and Skill Requirements in Travel and Tourism and Hospitality Sector (2013-17,2017-22),s. 10).

50% der Beschäftigten eines Reisebüros waren im Jahr 2012 Hochschubabsolventen (Human Resource and Skill Requirements in Travel and Tourism and Hospitality Sector (2013-17,2017-22), s.45). Entprechened dieser Schätzung kann man davon ausgehen, dass im Jahr 2012, 6900 Deutschexpertenbenötigt werden, bis zum Jahr 2022 werden es 9900 Experten sein. Damit wächst der Bedarf an Deutschexperten von 300 bis 500 bis zum Jahr 2022.

Kritische Anmerkungen

Obwohl der Tourismus nach 1991 zur größten Dienstleistungsindustrie Indiens anwuchs, leidet dieser Sektur unter der höchsten Attritionsrate. Die Attritionsraten liegen im Hotelsektor zwischen 45%-50%. (Vol.24, Human Resource and Skill Requirements in Travel and Tourism and Hospitality Sector (2013-17, 2017-22), s.44). Im Gaststattengewerbe liegen die Attritionratenbei 90%-100% im ersten Jahr und bei 60% im zweiten Jahr (Human Resource and Skill Requirements in Travel and Tourism and Hospitality Sector (2013-17,2017-22), s.35). Im Vergleich zumITES Sektor ist die Nachfrage nach Fremdsprachenexperten im Tourismusbereich sehr gering. Dies liegt daran, dass die Gaststattengewerbe meistens nur wenig qualifizierte Mitarbeiter beschäftigen. 75% der Beschäftigen im Gaststattengewerbe besitzen nur eine Hochschulreife.(Human Resource and Skill Requirements in Travel and Tourism and Hospitality Sector (2013-17,2017-22), s.39). Der indische Tourismussektor wird auch von saisonsbedingten, kurzfristigen Anstellungen belastet.

> "India's diverse weather patterns generally result in sporadic tourism in specific regions. This impacts business operations and operators prefer a lean workforce during off-season.

> This has a knock-on effect on the seasonal migration of labour from one location to another in search of short-term employment"(Human Resource and Skill Requirements in Travel and Tourism and Hospitality Sector (2013-17,2017-22), s.31).

2.3 Die Übersetzungsindustrie

Der Übersetzungsbereich als Wirtschaftssektor ist in Indien jahrelang unorganisiert gewesen. Die Übersetzungsarbeit, die in Firmen und Verlagshäusern anfiel, wurde meist von freiberuflichen Übersetzern geleistet. In einigen Fällen beschäftigen die Firmen hausinterne ÜbersetzerInnen. Im Zuge der Globalisierung kann das Übersetzungsgeschäft in zwei Gruppen eingeteilt werden: die traditionellen Übersetzungsbüros, einerseits, die einen rein sprachlichen Übersetzungsdienst anbieten und neue Sprachdienstleisterfirmen (Language Service Providers) andererseits, die sich auf Internetarbeit konzentrieren. Bei der Weblokalisierung geht es vor allem um die Lokalisierung der Produkte und Dienstleistungen. Esselink beschäftigt sich mit der Lokalisierung von Übersetzungsarbeiten und erklärt, dass die Übersetzung eine Tätigkeit innernalb der Lokalisierung ist (Esselink 2000,s. 4). Die Weblokalisierungsindustrie hat in Indien nach der Gobalisierungspolitik Bedeutung gewonnen und entwickelte sich zunehmend zu einem organisierten Wirtschftssektor. LISA (Localization Industry standards Association) definiert die Lokalisierung als einen Prozess,in dem die Darstellung der Verkaufswaere in den sprachlichen und kulturellen Kontext der Zielregion eingebettet wird (LISA 2003, s.13). Hagan zufolge ist die Weblokalisierung Weiterentwicklung des Übersetzungsmarktes:

> "Web localization is probably the most direct and prominent impact of the internet so far on translation demand, and is currently considered to be the fastest growing within the translation sector"(Hagan & Aschworth 2002,s.12)

Der Globalization and Localization Association (GALA) zufolge beinhaltet die Weblokalisierung nicht nur die Übersetzung, sondern auch die Lokalisierung der Produkte und Dienstleistungen für die jeweiligen Zielgruppen. Die Lokalisierung beinhaltet vier Aktivitäten: Globalisierung, Internationalisierung, Lokalisierung und die Übersetzungen, die zu demso gennaten GILT Zyklus gehören:

> "Translation is one of the several services that form the localization process. So in addition to translation the localization process may also include adapting graphics to the

target markets , modifying content layout to fit the translated text, converting to local currencies , using for proper formats for dates, addresses and phonenumbers , addressing local regulations and more..” (GALA 2011).

2.3.1 Beschäftigungstendenzen in der Übersetzungs und Lokalisierungsindustrie

Obwohl der in dieser Industrie erwirtschaftete den Umstaz von 40 Millionen USD im Jahr 2016 im Jahr 2020 voraussichtlich bereits bei 45 Millionen USD weltweit liegt, (DePalma et.al 2016,s.1), blieb die Indische Bertrag bei 1 Million USD. Nach dem *Common Sense Advisory* belief sich der indische Beitrag auf 5%. Die Schätzungen sind sich nicht einig über die Beschäftigungszahl in diesem Sektor. Laut dem Bericht *The status of Translators in European Union* gab es 333000 ÜbersetzerInnen weltweit im Jahr 2012; die Schätzungen des *Common Sense Advisory* liegen bei 700000 (The status of Translators in European Union,s.104*)*Den Durchschnittwert von 516000 kann man hingegen als weitaus realistischer betrachten. Das durchschnittliche Wachstum der Industrie liegt bei 5%; somit werden 26000 neue ÜbersetzerInnen weltweit pro Jahr benötigt.Der indische Beitrag von 5% führt demnach zu einem zusätzlichen Bedarf an 1300 ÜbersetzerInnen und diese Schätzung gilt für sämtliche Weltsprachen, die momentan wirtschaftliche Relevanz haben. Gemessen an diesen Zahlen, beläuft sich der zusätzlicheBedarf an deutschsprechenden Fachkräften in Indien auf jährlich 100-130 ŰbersetzerInnen.

Schluß

In diesem Kapitel wurde drei Wirtschaftsektoren Indiens analysiert, die das Fremdsprachenlernen unterstützen. Der Wachstum in der IT Offshore Dinestleistungsindustrie und deren fremsprachlicher Personalberdarf wirkte sich sehr deutlich auf den Fremdsprachenunterricht in Indien aus. Die Bewerberzahl für die Qualifizierung Deutsch als Fremdsprache ist in Indien beträchtlich gestiegen. Im Zeitraum 2000-2010 liegt die Zuwachsrate bei 146% für Deutschkurse, die an Universitäten angeboten werden. Nach Schäfer lernen 11,100 Studierenden Deutsch an indischen Universitäten.

> “By the year 2000, about 50 universities had introduced German courses or German degree programs. The number of German learning students stabilized at around 4,500

out of which more than 200 were German language and literature students. Between 2005 and 2010, the figures again increased to 11,100" (Schäfer, 2015).

Private Sprachinstitute wie Max Müller Bhavan nehmen auch ein erhebliches Wachstum an Bewerbern wahr. Die Zuwachsrate liegt bei 76% für die Zeitraum 2000-2010. Die Zahl der Lernenden belief sich auf 17900 im Jahr 2000, 2005 waren es 21740 und 2010 31500 (Schäfer, 2015). Laut der Datenerhebung *Deutsch als Fremdsprache weltweit* belief sich in den letzten fünf Jahren allein die Zuwachsrate für die Sprachkurse, die von Max Müller Bhavan Instituten angeboten werden, auf 36% (Deutsch als Fremdsprache weltweit. Datenerhebung 2015.s.31). Der aktuelle jährliche Personalbedarf an Deutschexperten in Indien bleibt bei mehr oder weniger 38,085 bis zum Jahr 2020. Auch die Zahl der Studienplätze, die in diesem Bereich seit dem Jahr 2010 angeboten werden, bleibt konstant bei 36000. Nur weniger als 15% der Lernenden lernen Deutsch an einer der indischen Universitäten. Es bestehen weiterhin große Chancen für indische Universitäten, durch Deutschunterricht bei den ökonomischen und gesellschaftlichen Entwicklungen der nächsten Jahre gestalterisch mitzuwirken.

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Kapitel 3

Empirische Untersuchung von Globalisierungsauswirkungen auf Fremdsprachenunterricht in Indien

In diesem Kapitel werden die Auswertung von Daten,die Methode der Datengewinnung und die Rekonstruktion von Globalisieungsauswirkungen beim indischen Fremdsprachenlernen zusammenestellt. Es gibt auch eine kurze Ausführung zur Grounded Theorie.Weiter wurden die Einsatzmöglichkeiten der Grounded Theorie für die vorliegende Studie dargelegt. Datenauswertung wurde gemäß Grounded Theorie durch das offene, axiale und selektive Kodieren erreicht.Zum Schluss wird die 'Transkulturelle Kompetenz' als der Ausweg für das Curriculumsdilemma beim indischen Fremdsprachenunterricht vorgeschlagen.

3.1 Qualitative Forschung

Eine qualitative empirische Forschung verlangt die Auswahl und Anwendung von Untersuchungsmethoden, die als angemessen für den jeweiligen Untersuchungsgegenstand beurteilt werden können.Um die Komplexität des vorliegenden Untersuchungsgegenstandesund die Auswirkung der Globalisierung und ITeS Industrie auf den Deutsch als Fremdsprache-Unterricht in Indien zu analysieren, wurde eine qualitative Methodologie der Datengewinnung gewählt.Daten wurden mit der Hilfe der 'Grounded Theorie' ausgewertet.Bei der qualitativen Forschungsausrichtung steht das Individuum in seiner Komplexität im Fokus der Erkenntnis.Um die Validität der qualitativen Forschung abzusichern, muss das Kriterium der Offenheit erfüllt werden. In enger Verbindung zur Offenheit steht das Kriterium der Kommunikation. Wenn die quantitative Forschungsmethodik die Interaktion zwischen Forschenden und Versuchspersonen gänzlich einzuschränken versucht, behauptet die qualitative Methodik,dass gerade in der Kommunikation mit den InformantInnen die Erhebung von Daten ermöglicht wird. "Die Rekonstruktion von Situationen, Interaktionen, und Handlungssequenzen, wie sie sich aus der Perspektive der Handelnden darstellen" (Köckeis-Stangl1982,s.359) werden bei der offenen Kommunikation zugelassen. Während die quantitative Methodik das Erklären des Forschungsgegenstandes durch die Verknüpfung von Tatsachen mittles Regelmäßikeitsannahmen anstrebt, erzielt die qualitative Methodik das Verstehen des Untersuchungsgegenstandes durch die Rekonstruktion von Situationen, die aus der Perspektive von InformantInnen entstehen (Groeben & Scheele 1977,s.116).

3.2 Methodologische Vorüberlegungen

Der vorliegendeForschungsgegenstand “Auswirkung der Gloablisierung und ITeS Industrie auf Deutsch als Fremdsprache Unterricht in Indien’wurde hier als ein Prozess wahrgenommen, der seit 1991 mit der Globalisierungspolitik Indiens begonnen hatte, und bis in die aktuelle Gegenwart noch gültig ist.Grounded Theorie bietet eine wirksame Untersuchungsmethode für die Rekonstruktion des Prozesses.Die geeignete Quelle für die Daten waren die Eigenerfahrungen der Lehrenden, die in diesem Zeitraum in Indien Fremdsprachenunterrichtet und gelernt haben. Das Einsetzen von semistrukturierten Interviews bot eine wirksame Datenerhebung.Die prozesshafte Art des vorliegenden Forschungsgegenstandes,und die Datengewinnung aus der Eigenerfahrung der Lehrenden durch das Interview führte zur Grounded Theorie als der geeignetsten Untersuchungsmethode.Die Grounded Theorie ermöglicht eine Theorie über den Forschungsgegenstand zu formulieren, die auf diesen Daten basiert.

Grounded Theorie wurde als eine soziologische Untersuchungsmethode mit der Veröffentlichung des Buches *The Discovery of Grounded Theory* von Glaser und Strauss (1967)begründet. InLaufe der Jahre entwickelten sich drei Linien. Eine Linie wird von Anselm Strauss und Juliet Corbin (1998) vorangetrieben und heißt Systematic Design der Grounded Theorie.Die von Glaser (1992) weiterentwickelte Theorie wurde als Emerging Design genannt. Eine weitere, relativ junge Traditionslinie der Grounded Theorie wird unter anderem von Kathy Charmaz (2006) vertreten und wurde als Constructivist Design benannt.In dieser Studie wird die von Strauss und Corbin vertretende Linie des Systematischen Designs als Untersuchungsmethode eingesetzt.

3.2.1 Systematisches Design von Grounded Theorie

Anselm Strauss und Juliet Corbin definieren die Grounded Theorie als eine qualitative Forschungsmethode, die durchs ystematisches Verfahren eine Theorie über das Phänomen entwickelt(Strauss & Corbin 1990, s.24). Das Systematische Design von Grounded Theorie wurde bei der Bildungsforschung weitreichend durchgeführt.Nach Creswell ist Grounded Theorie eine sytematische, qualititative Untersuchungsmethode; basierend auf den Aussichten

der Beteiligten generiert eine Theorie, die ein Prozess, eine Handlung oder eine Interaktion über den Forschungsgegenstand liefert. Im Bereich der Ausbildung wirkt sie als eine Prozesstheorie und versucht den Ausbildungsprozess, der innerhalb eines Zeitraums geschieht, mit damit verbundenen Ereignissen, Tätigkeiten, Handlungen und Interaktionen zu verdeutlichen.

> "A grounded theory design is a systematic, qualitative procedure used to generate a theory that explains, at a broad conceptual level, a process, an action, or an interaction about a substantive topic. In grounded theory research, this theory is a "process" theory—it explains an educational process of events, activities, actions, and interactions that occur over time". (Creswell, 2012, s.423).

Grounded Theorie beinhaltet die systematische Datenbeschaffung, Festlegung der Kategorien, Verbindung von Kategorien und Theoriebildung, die den Prozess erklärt.Das systematische Design von Grounded Theory fokusiert die drei Stufen der Daten analyse:dasoffene, das axiale unddas selektive 'Kodieren', und verlangt die Entwicklung von einem logischen Denkmuster oder einer visuelle Darstellung von der Theorie, die auf den Daten basiert (Creswell, 2012, s. 424). Die von Strauss und Corbin vorgeschlagene systematische Grounded Theorie besteht aus drei Analysephasen:das Offene, das Axiale und das Selektive kodieren von Daten. Das offene Kodieren beinhaltet die Benennung von Konzepten und dient dem Herausarbeiten von Kategorien.Bei dem axiale Kodieren werden die Achsenkategorien und ihre Beziehungen herausgearbeitet und bei dem selektive Kodieren wird die Kernkategorie gefunden und die Theorie aufgestellt .

Das offene Kodieren ist ein interpretativer Prozess. Nach Strauss & Corbin wird bei dem offenen Kodierender Text aufgebrochen und konzeptualisiert, um im Text vorkommende Daten und Phänomene in Begriffe zu erfassen.

> "Taking apart an observation, a sentence, a paragraph, and giving each discrete incident, idea, or event, a name, something that stands for orrepresents a phenomenon".(Strauss & Corbin 1990. S.63)

Dieser Prozess ist hilfreich, um neue Einsichten zu gewinnen und die subjektive Vorgenommenheiten des Forschenden zu beseitigen.

> “Open coding is the interpretive process by which data are broken down analytically. Its purpose is to give the analyst new insights by breaking through standard ways of thinking about or interpreting phenomena reflected in the data”.(Struass & Corbin1990, s.12)

Die zweite Phase der Analyse ist das axiale Kodieren.Ziel des axialen Kodierens ist die Gewinnug von Achsenkategorien.Die Konzepte, die aus dem Prozess des offenen Kodierens herausgekommen sind,werden in dieser Phase in Verbindugen gestellt.Aus denVerbindungen und Unterordnungen der Konzepte werden die zentralen Kategorien, die für die Theoriebildung erheblich sind,durch diesen Prozess gewonnen.

> “Axial coding puts those data back together in new ways by making connections between a category and its subcategories“.(Strauss &Corbin 1990, s. 97).

Darüber hinaus sollen die Beziehungen zwischen den Axialkategorien und ihren einzelnen Subkategorien herausgearbeitet werden und in einem visuellenSchema dargestellt werden.

> “In axial coding categories are related to their subcategories and relationships tested against the data. Also furthrur development takes place and one must continue to look for indications of them. Through ‘coding paradigm’ of conditions, context, strategies (action/ interactions) and consequences subcategories are related to a category. ”.(Struass & Corbin1990, s.13).

Im selektiven Kodieren geht es um die Findung der Kernkategorie. Die gefundenen Axialkategorien werden folglich auf einem abstrakteren Level erneut klassifiziert, bis schließlich die Kernkategorie entsteht.

> “Selective coding is the process by which all categories are unified around a core category and categories that need further explication are filled with in descriptive detail”.(Struass & Corbin1990, S.14)

Nach dem Finden der Kernkategorie werden sie dann mitsamt ihren Beziehungen kurz und prägnant beschrieben; anschließend wird die Theorie ausformuliert und anhand der Daten erneut überprüft.

3.3 Ablauf der Befragung

Die Hauptstadt Neu Delhi wurde als die geeignete Region für die Datenerhebung gewählt, weil das Fremdsprachenlernen und der Fremdsprachenunterricht in dieser Region Indiens vor und nach der Globalisierungspolitik Indiens noch weit verbreitet waren. Die Anwesenheit von Botschaften von verschiedenen Ländern und zentrale Ministrien erförderten die Fremdsprachenkenntnisse in der Hauptstadtregion. Dementsprechend wurden die Lehrkräfte der Jawaharlal Nehru University, University of Delhi, BPS Women University und Max Müller Bhavan als die Befragten für das semi-strukturiete Interview gewählt. Nach der qualitativen Vorgehensweisen wurde die Zahl der Beteiligten auf 30 beschränkt. Die Lehrenden von europäischen Sprachen wie Deutsch, Französisch,Russisch, Spanisch und Italienisch haben ihre Perspektive über die Globalisierungsauswirkungen auf den Fremdsprachenunterricht durch das Interview geäussert.

Liste der Befragten

	Geschlecht	Fremdspache	Unterrichtserfahrung	Institution
Befragte 1	Weiblich	Deutsch	42 Jahren	Jawaharlal Nehru University, Delhi
Befragte 2	Weiblich	Deutsch	40 Jahren	University of Delhi
Befragte 3	Männlich	Deutsch	39 Jahren	Jawaharlal Nehru University, Delhi
Befragte 4	Männlich	Deutsch	37 Jahren	Jawaharlal Nehru Univerisity
Befragte 5	Männlich	Deutsch	35 Jahren	University of Delhi
Befragte 6	Weiblich	Deutsch	35 Jahren	Max Müller Bhavan, Delhi.
Befragte 7	Weiblich	Deutsch	34 Jahren	Max Müller Bhavan, Delhi.
Befragte 8	Weiblich	Deutsch	31 Jahren	University of Delhi
Befragte 9	Weiblich	Deutsch	31 Jahren	Jawaharlal Nehru University, Delhi.
Befragte 10	Weiblich	Deutsch	13 Jahren	EFLUniversity,

				Hyderabad.
Befragte 11	Weiblich	Deutsch	13 Jahren	College, University of Delhi.
Befragte 12	Männlich	Deutsch	10 Jahren	Max Mülle Bhavan, Delhi.
Befragte 13	Weiblich	Deutsch	8 Jahren	Central University of Gujarat.
Befragte 14	Männlich	Deutsch	4 Jahren	Max Müller Bhavan Delhi.
Befragte 15	Weiblich	Französisch	36 Jahren	Jawaharlal Nehru University, Delhi.
Befragte 16	Weiblich	Französisch	35 Jahren	Jawaharlal Nehru University, Delhi.
Befragte 17	Weiblich	Französisch	17 Jahren	University of Delhi.
Befragte 18	Männlich	Französisch	16 Jahren	Jawaharlal Nehru University, Delhi.
Befragte 19	Männlich	Französisch	15 Jahren	Jawaharlal Nehru University, Delhi.
Befragte 20	Weiblich	Französisch	8 Jahren	BPS Women University, Sonipat.
Befragte 21	Weiblich	Russisch	35 Jahren	Jawaharlal Nehru University, Delhi.
Befragte 22	Weiblich	Russisch	27 Jahren	University of Delhi.
Befragte 23	Weiblich	Russisch	25 Jahren	Jawaharlal Nehru Univiersity, Delhi.
Befragte 24	Weiblich	Russisch	17 Jahren	Jawaharlal Nehru University, Delhi.
Befragte 25	Weiblich	Russisch	12 Jahren	Jawaharlal Nehru University, Delhi.
Befragte 26	Männlich	Russisch	9 Jahren	Jawaharlal Nehru

				University, Delhi.
Befragte 27	Weiblich	Russisch	3 Jahren	BPS Women University, Sonipat.
Befragte 28	Männlich	Spanisch	25 Jahren	Jawaharlal Nehru University, Delhi.
Befragte 29	Männlich	Spanisch	11 Jahren	Jawaharlal Nehru University, Delhi.
Befragte 30	Weiblich	Italienisch	23 Jahren	University of Delhi.

3.3.1 Das semi-struktuierte Interview

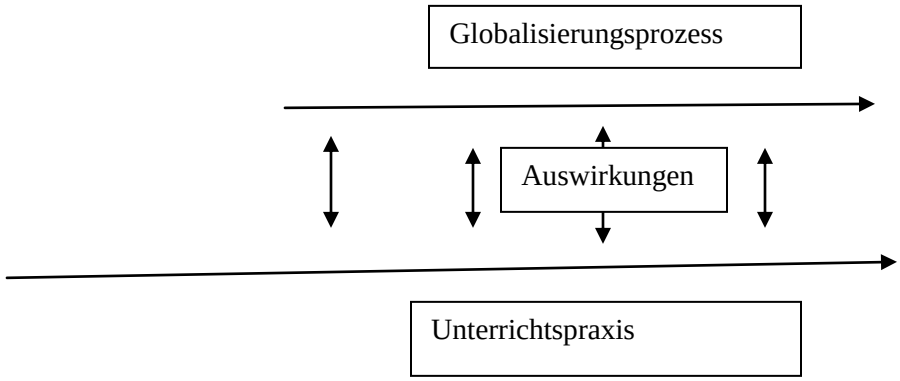
Die gewählte Datenerhebungsmethode, ein semi-strukuriertes Interview, ermöglicht es,mit den Befragten Gespräche zu führen, in denen auch ständig kleinere Erzählsequenzen hervorgerufen werden. Und doch nimmt der Interviewer aktiver am Gespräch teil. Der Interviewer ist mit dem thematischen Gebiet des Interviews vertraut und sein intuitives Verstehen wird das Gespräch mitlenken. An allen Interviewstellen, an denen der Interviewer Fragen oder Verständnisschwierigkeiten hat, kann er durch Fragen zum Verstehengelangen.Das Ziel des Interviewers war es ein Optimum an Eigeninitiaitve aus den Befragten hervorzubringen. So hat die lenkende Kraft des Interviewers dort ihren Platz, wo die Eigeninitiative der Befragten ihr Ende hat. Der Interviewer stellt Fragen, die Erzählanlässe bieten. Daraufhin bestimmen jedesmal die Befragten das weitere Vorgehen undder Interviewer begleitet dieses nachvollziehened. Erst wenn die Befragten ihren Beitrag beenden und zu keinem neuen mehr anheben, gibt der Interviewer einen weiteren Erzählstimulus.Die Weise, auf die der Interviewer aktiv am Gespräch teilnimmt, ergibt sich neben spontanen situationsabhängigen Fragen auch aus einem Frageplan, den er bei sich hat. Dieser Plan beinhaltet Stichpunkte, die nicht in ihrer Reihenfolge und Vollständigkeit eingehalten werden müssen, aber einen ungefähren thematischen Rahmen angeben. Zudem beinhaltetder Plan einen groben Interviewablauf, der allerdings eingehalten werden sollte.

Frageplan

Thematische Stichwörter:

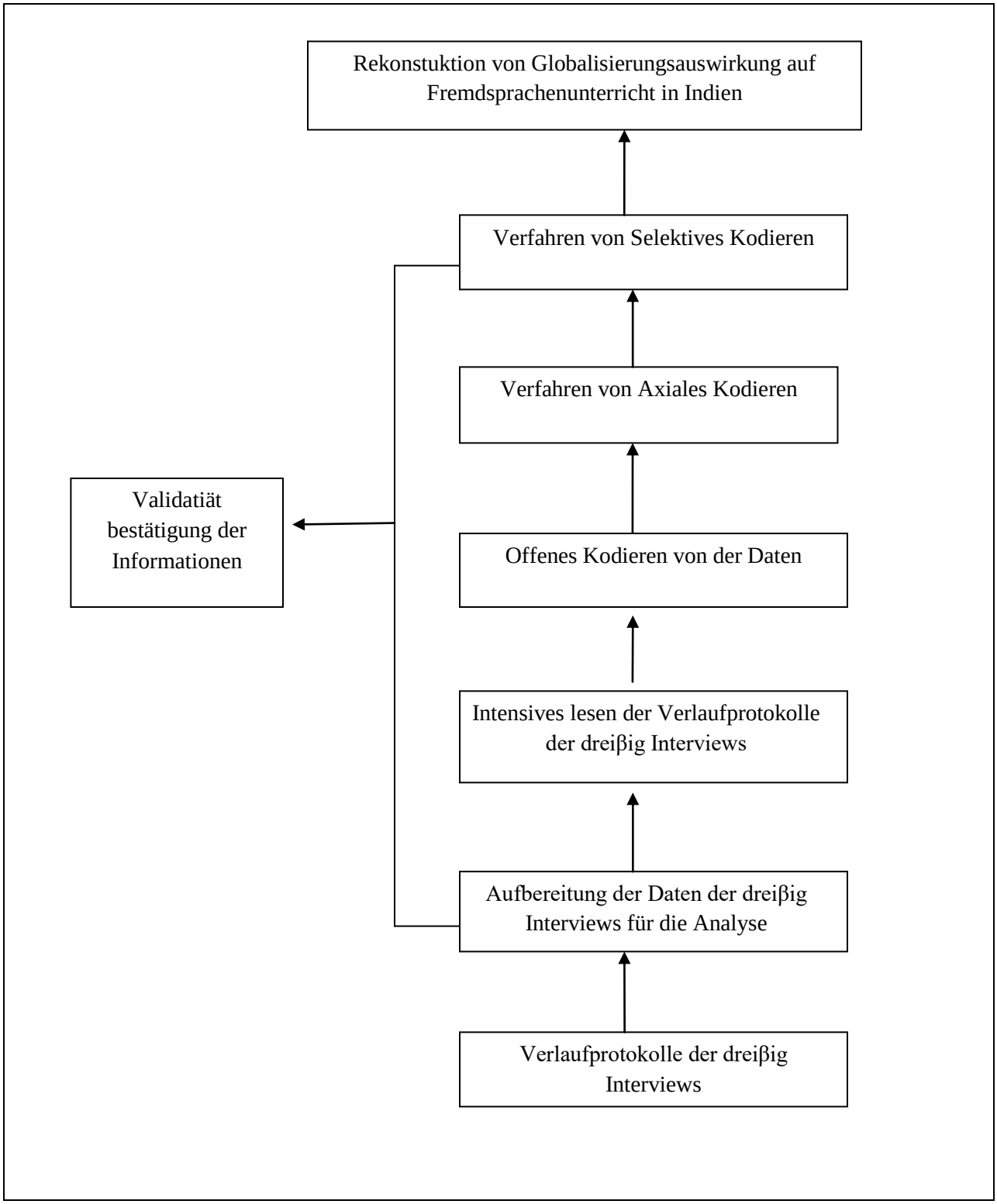
- Wahrnehmen von Veränderungen bei der Fremdsprachenunterrichtspraxis
- Bewertung von Erwerbsmöglichkeiten für Fremdsprachenlerner
- Wahrnehmen von Veränderungen bei Beschäftigungschancen und Ursachen.
- Bewertung von Lernermotivation
- Wahrnehmen von Veränderungen bei der Lernermotivation, Ursachen und Unterrichtsstrategien.
- Bewertung von Lernererwartungen.
- Wahrnehmen von Veränderungen bei Lernererwartungen,Ursachen und Unterrichtsstrategien
- Bewertung von Textbüchern und Veränderungen bei den Unterrichtsmethodologien.
- Technologieeinsatz: Veränderungen und Ursachen.
- Standardisierung von Fremdprachenunterricht
- Veränderungen bei den Fremdprachencurricula und Syllabi.
- Vorschläge für die Zukunft.

Verlaufskizze:



Dem Verlauf gemäß beginnt jedes Interview mit einem Gespräch über den Zweck des Interviews und bittet um Erlaubnis für die Aufnahme

3.3 Schematische Darstellung von Datenauswertung



3.3.2 Auswertung der Daten

Der Datenbestand beinhaltet 28 aufgenommenen Interviews und zwei E-mail Beantwortungen von Fremdsprachlehrenden aus Delhi und der Hauptstadtregion Indiens.Von den zwei E-mail Beantwortungen stammt eine aus Hyderabad, von einer Lehrerin beim EFLU.Insgesamt haben30 Beteiligte an dieser Studie teilgenommen.Die aufgenommenen Interviews wurden transkribiert, um zu einer Übersicht über die Interviews zu gelangen.Nach geeigeneter Aufbereitung der Verlaufsprotokolle der Interviews wurde das intensive Lesen dieser Interviewprotokolle angefangen.Nach dem intensivenLesen wurde das Kodieren nach den methodischen Vorgängen der Grounded Theorie durchgeführt.

3.3.2.1 Kodierverfahren der Verlaufsprotokolle der Interviews

Die Interviews wurden auf die Veränderungen beimFremdsprachenunterricht nach und vor der GlobalisierungswendeIndiens untersucht. Die Kategorien, die durch das Kodierverfahren entwickelt wurden,beschreiben die Veränderungen, ihre Ursachen, und die Konsequenzen. Weiter werden hier die Kategorien, die aus dem offenen Kodieren heraus entstanden sind, detailliert beschrieben. Um die Validität zu bestätigen, werden die Erläuterungen von Beteiligten wenn benötigt auch zitiert.

Kodierverfahren

Kategorien	Offenes Kodieren	Quelle
Unterrichtsmethodologie	**Vor Globalisierung**: Strukturelle Ansätze: Grammatik-Übersetzungsmethode Direktmethode Audio-visuelle Methode	Interviews: : 1,2,3,8,15,17,1819,20,28,29
	Nach Globalisierung: Funktionale Ansätze: Kommunikativer Ansatz HandlungsorientiertesSprachlernen Interkultureller Ansatz	Interviews: 1,2,3,8,15,17,18,19,20,28,29,

	Grad der Interaktion	Interview: 17
Lernerprofil	**Nach Globalisierung** Techno savy	Interviews : 11,24,25,26,29,
	Massifizierung	Interviews :8,16,30
	Jung und Heterogen	Interviews: 1,8,12,30
Lernmotivation	**Vor Globalisierung** Intrinsisch; Um die Sprache zu lernen **Nach Globalisierung** Extrinsisch: Um Arbeit zu bekommen	Interviews: 1,2,3,5,6,7,10,11, 12,13,14,15,16,17,19, 20,22,23,24,25,26, 27,28,29.30.
Lernerwartungen	**Vor Globalisierung**: Offene Haltung	Interviews: 1,3, 11,12,24,
	Nach Globalisierung: Gezielt aber begrenzt	Interviews: 3,10,11,16,19,21, 23,24,25,30
	Abneigung zum Literaturlernen	Interviews :1,3,10,11,24,25,
	Instantes Lernen	Interviews :6,7,12,13,15,20, 28,
Lehr und Lernmaterialien	**Vor Globalisierung** Basiert auf die grammatische Progression	Interviews: 2,3, 5,28,30
	Nach Globalisierung Kommunikative Orientierung	Interviews: : 4,5,10,11,13,14,17,18,20,22,

		29,30
	Digitalisierung	Interviews: 6,13,21,25,
	Lernerzentriert und aktuell	Interviews:3,7,12,15,19, 22,24,
	Fördert selbständiges Lernen	Interviews: 8
	Interkulturelleslernen	Interviews: 8,9, 27,
Medieneinsatz	**Vor Globalisierung** Elektronische Geräte	Interviews :1,5,7,8,12,
	Nach Globalisierung Digitale Medien: Virtuelle Sprachumwelt	Interviews:2,5,10,12,16,18, 21,
	Audio-visualisierung	Interviews :1,9,13,21,22,23, 24,25,26,29,
	Interaktion	Interviews:3,11,14,15,19,20, 21,24,27,29,
	Selbstgesteurtes Lernen	Interviews:4,6,8,17,18,19.20, 24,28,30.
	Distraktion	Interviews: 13,19,23,24,
	Infrastruktur	Interviews: 2,6,16,30,
Beschäftigungschancen	**Vor Globalisierung** Akademik, Übersetzung und Tourismusaber sehr gering	Interviews:1,2,3,5,6,7,8,10,11,17,18, 20,22,
	Nach Globalisierung IT-offshore Dienstleistungsindustire	Interviews:1,2,3,5,6,8,9,10,11,12,13, 14,15,16,17,18,19,22,25,27,28,29,30

	Übersetzung und Lokalisierung	Internviews:8,13,23,
	Tourismus	Interviews:11,13,15,20,24,25, 26,
Globalisierung	Markteröffnung	Interviews:11,13,18,21,23,26
	Beschäftigungschancen	Interviews:1,2,3,4,5,6,7,10,11, 14,16,18,20,26,28,29,
	Bilaterale Beziehungen	Interviews:3,8,15,25,
	Weltist ein Dorf	Interviews:12,13,17,19,20,21
	Hegemonie der Nützlichkeit	Interviews:2,3,16,22,
Pädagosiche Innovation	Strukturelle Ansätze	Interviews:5,8,11,15,16,17,18 24,28,30
	Funktionelle Ansätze	Interviews:8,11,15,16,17,18,24, 28,30
	Interkultureller Ansatz	Interviews:2,8.
	Plurikulturalismus	Interviews:15,16
	Mehrsprachiger Unterricht	Interviews:1,3,6,8,15,18
Technologische Innovation	Nichtelektronische Phase	Interviews:2,5,8,
	Elektronische Gerätephase	Interviews:2,4,
	DigitalePhase	Interviews:2,4,5,6,7,11,12,13,14, 16,17,18,19.
Lehrstrategien	**Herausforderungen** Beschäftigungschancen	Interviews:8,15,17,18,19,21,22, 28,
	Pragmatische Zielsetzung der Hochschulbildung	Interviews:2,16,21,28,
	Abneigung zum Literaturlernen	Interviews:1,3,8,
	Strategien Handlungsorientierter	Interviews:5,10,11,16

	Unterricht	
	Interkultureller Unterricht	Interviews:7,14,15
	Marktgerechte Sprachkurse	Interviews:19,23,24,26,27,
	Distanzlernen und Onlinekurse	Interviews:19,
	Alternativstrategien: Nacherzählung	Interviews:3,
Lehrerrolle	Facilitator	Interviews:11,17,24.
Lehrerausbildung	Keine Lehererausbildung	Interviews:17,22,29.
Curriculum	Curriculumsdilemma	Interviews:1,3,8,9,11,13,15,19,25
Standardisierung	**Vorteile:** Mobiltät	Interviews:2,10,15,17,20,24,29,
	Curriculum Entwurf	Interviews:17,28,
	Herausforderungen: Infrastruktur	Interviews:2,22,
	Unitersitätsautonomie	Interviews:8,15,25,30
	BA ist kein Sprachurs	Interviews:8,16,30
	Keine Lehrerausbildung	Interviews:22,
	Mehrsprachigkeit	Interviews: 17, 19,21,
Hochschulbildung	Humanistische Orientierung	Interviews:1,2,3,8,15,19,
	Pragmatische Orientierung	Interviews:16,19,22,23,28
	Strukturelle Veränderungen.	Interviews:1,2,8

3.3.2.2 Unterrichtsmethodologie

Veränderungen bei der Unterrichtsmethodologie beim Fremdsprachenlernen,die in diesen Zeitraum fallen, wurden von den Beteiligten überzeugend wahrgenommen. Den Beteiligten zufolge blieb die Grammatik-Übersetzungsmethode hauptsächlich als die Unterrichtsmethode beim Fremdsprachenunterricht bis zum Ende der 80er Jahre maßgeblich. Fremdsprachenunterricht war vor der Globalisieiung strukturell nach der grammatischen Abfolge

gestaltet worden. Zusammen mit der Grammatik-Übersetzungsmethode war auch die Direktmethode in Gebrauch.Einige Erläuterungen von Beteiligten lauten so:

Aus dem Interview mit der Befragten 1:

"When welearned German and when we started teaching German, it was the grammar translation method. I learned my German through that methode with old Schultz Griesbach book and nothing against it and we all learned good German through it. But of course then everything changed" (Anhang s.182).

Aus dem Interview mit der Befragten 3:

"Then of course the conventional method was that of translation or the other one was that you simply teach the grammar. So I have learnt from all these methods" (Anhang s.198).

Aus dem Interview mit der Befragten 15:

"When I started teaching, those were the days when the structural approaches were very much in and everyone wanted to use language labs and structural exercises and all, so…"(Anhang s.307).

Nach der Globaliserungswende, etwa seit den 90er Jahren, wurden graduell der kommunikative Ansatz und nach und nach auch der handlungsorientierte Unterricht sowie nterkultureller Sprachunterricht im indischen Fremdsprachenunterricht im Gang gesetzt.

Aus dem Interview mit der Befragten 1:

"So, obviously it is changed a lot. And I mean the communicative method that became the be all and end all of it, then now we also have intercultural method and now we have paedegologies for teaching students with multiple you know 'mehrsprachig' students who know several languages so that is not simply a class in German but you take in their language etc.... So, everythings have changed" (Anhang s.182).

Aus dem Interview mit dem Befragten 15:

"Then, communicative came in and now we are talking about task based approaches. So, obviously, a lot have changed over the past 25 years" (Anhang s.308)

Aus dem Interview mit dem Befragten 28 :

"Shifts when they happened …in 87 definitely it was grammar and translation, when I started teaching in Delhi university in 1992, we were having…. started using direct method. Along with that audio-visual method. By 97 when I came back from Spain started talking about the communicative approach. More or less this is from my personal experience. But it is open to …" (Anhang s.444)

Beteiligten zufolge liegt der spürebare Unterschied vor und nach der Globalisierungspolitik an der Interaktion im Klassenzimmer.Vor den 90er Jahren war der Fremdsprachenunterricht meistens frontal und lehrerzentriert gestaltet worden.Frontalunterricht entmutigte die Interaktion zwischen den Lernenden im Unterrichtsraum. Kommunikativer Ansatz und handlungsorientierte Methoden ermutigen nicht nur, sondern verlangen sogar die Interaktion im Klassenzimmer.

Aus dem Interview mit dem Befragten 17:

"Because if I go to my time as a student there was less of interactivity [....] they have the opportunity to interact with people in the foreign languages something that was quite absent when I studied. The only native speaker was the French professor who came from France and stayed for three years" (Anhang s.325).

3.3.2.3 Lernerprofil

Die bedeutende Veränderung beim Lernerprofil beim Fremdsprachenunterricht ist, dass die Lernenden nach der Globalisierungswende in Indien viel technikfreundlicher und medienfreundlicher geworden sind.Durch die Verbreitung des Smartphones und dadurch, dass jeder Student heute ein internetfähiges Smartphones besitzen kann,werden Exposure und Zugang zur Zielsprache verbessert.

Aus dem Interview mit dem Befragten 24:

"Everybody has a Smartphone. Most of the students nowadays have Smartphone.[....] Other times students are very active on the social media also". (Anhang s.399).

Aus dem Interview mit dem Befragten 25:

"Ya, of course. When I was a student that time there was no internet, there was no laptop, there was no mobile, so that time it was difficult. Nowadays students have laptop all the time, they have internet facilities either at home, either in the classrooms and they are allowed also with laptops in the class, with mobiles and they have dictionaries installed in the mobiles so whenever they want to check anything, they can check" (Anhang s.408).

Aus dem Interview mit dem Befragten 26:

"The reasons can be because nowadays like students they are getting more gadget savy people. They like they may not, they may be comfortable but they like more when you are using some technological tools in the classroom. So may be because they are now having mobiles the smartphones, there have been computers, laptops most of them so, they would like if something you know something has... some materials has been processed through soft versions, soft copies, so they would more prefer that kind of thing" (Anhang s.417).

Aus dem Interview mit dem Befragten 29:

"Now students are more aware. They know many things about the culture. Internet provides them all the more relevant as well as irrelevant information. So the role of the teacher has become all the more challenging, because the learner is not that naive or ignorant anymore" (Anhang s.449).

Beteiligten zufolge ist der Lernertypus beim Fremdsprachenlernen in der Nach-Globalisierungszeit vom Elite-zum Massen phänomen geworden.Vor den 90er Jahren waren die Fremdsprechenlernende hauptsächlich Englischsprecher, gebildet, und gehörten zur indischen Mittelschicht. Damals standen Fremdsprachenkenntnisse für Gelehrsamkeit. Die Zahl der Lernenden war auch noch gering. Die Frage 'Warum lernt man eine Fremdsprache? spielte geringe oder gar keine Rolle für das Fremdsprachenlernen.Nach der Globlisierung ist die Zahl der Lernenden ungeheurlich gestiegen.Viel mehrLernende sprechen heute viel mehr regionale Sprachen als das Englische. Heute fragt sich jeder'warum lernt man eine Fremdsprache?und man bekommt meistens nur die eine Antwort: um eine Arbeit zu bekommen.

Aus dem Interview mit dem Befragten 16:

"Look the profile of students earlier were people who had mostly got an English medium educated students who came with the knowledge and exposure to European languages, I am talking about specifically of French of course, here, and they came with this extra cognitive baggage, so I think it was easier. I think as a teacher for myself or as a student because the cultural references were easier to pick up for both students. Europe is a lot of it you play on transparency with English and therefore the cultural aspects of religion or social customs and habits was easier. So it is more learning a language to express certain things, realities, than is the case now. Now we get a lot more regional language medium students, which is a big challenge and so their exposure is more closed" (Anhang s.316).

Aus dem Interview mit dem Befragten 30:

"One of the differences is of course, you have students who are not just the Delhi elite. In the 80s when I started for example, had the professors of English language who wanted to read Dante in the original. So it was more like that. Today you have people who do not know English. There are many people. So one of the big change is that we cannot English as a common platform and we cannot use only Hindi either. So that is one of the change for teaching". (Anhang s.458).

Aus dem Interview mit dem Befragten 8:

"We saw that earlier foreign language learners were a part of or the aims of foreign language learning was very, very, ... very much part of this ideal of what a learned gentleman should be you know, the concept of learned person, a well read person and foreign languages were part of those attributes of a learned person to be proficient in foreign language too where as we see that over a period of time with the changing global scenario the aims and goals of the learners have also changed because of these socio-economic realities and what we teach and how we teach is in some way is, does reflect that also" (Anhang s.246).

Die Fremdprachenlernende sind viel jünger und heterogener geworden. Lernende kommen heute aus allen Regionen Indiens.Früher waren die Lernende viel urbaner und meistens sind nur aus Größstädten gekommen.

Aus dem Interview mit dem Befragten 12:

"So you are interacting in a fun environment and enjoying the time as well and at the same time teaching and making people opening up to totally different world to

youngsters and that is what we get here mostly youngsters 18, 20, 22,23year olds is what the general profile of the students over here". (Anhang s.278).

Aus dem Interview mit dem Befragten 30:

"We have students coming from small towns; we have here girls coming from small towns that did not happen in the 80s" (Anhang s.457).

3.3.2.4 Lernmotivation

Lernmotivation spielt eine wichtige Rolle bei dem Fremdsprachenlernen. Deci und Ryan unterscheiden zwischen intrinsischen und extrinsischen Aspekten der Motivation beim Fremdsprachenlernen. „Intrinsisch motivierte Handlungen repräsentieren den Prototyp selbstbestimmten Verhaltens. Das Individium fühlt sich frei in der Auswahl und Durchführung seines Tuns. Das Handeln stimmt mit der eignen Auffassung von sich selbst überein. Die intrinsische Motivation erklärt, warum Personen frei von äußerem Druck und inneren Zwängen nach einer Tätigkeit streben, in der sie engagiert tun können, was sie interessiert " (Deci & Ryan 1993, S. 226)."Extrinsische Motivation wird dagegen in Verhaltensweisen sichtbar, die mit instrumentallerAbsicht durchgeführt werden, um eine von der Handlung separierbare Konsequenz zu Erlangen" (Deci & Ryan 1993,s. 225). Zunehmed wurdeklar, dass extrinsische und intrinsische Motivation keine Antagonisten darstellen, sondern dass auch das extrinsisch motivierte Verhalten durchaus selbstbestimmt sein kann. (Deci& Ryan 1993, s. 226)

Die Analyse für das Fremdsprachenlernen in Indien nach der Globalisierung der indischen Ökonomie zeigt viel mehr eine extrinsische als intrinsische Lernmotivation. Die gestiegenen Beschäftigungschancen für Fremdsprachexpertenin der ITeS Industrie sind der wesentliche extrinsische Motivationsfaktor. Die stetig zunehmende Zahl der Fremdsprachenlernenden in Indien ist für die Umwandlung der Motivation für das Fremdsprachenlernen in Indien bezeichnend.

Aus dem Interview mit dem Befragten 2:

"There were times when we had one or two students in our master courses. Now that is not the case. And we did not have a bachelor course. Now we have a bachelor course. We have some 40 students taking admission every year." (Anhang s.191).

Aus dem Interview mit dem Befragten 5:

"Definitely I think, because that is why more and more Indians are joining nowadays foreign languages. Earlier, foreign language learning was just a part time thing. Now almost all the universities, we have foreign languages have been taught. They have honors courses also. So this has increased. And there are so many private institutions also, private universities also which have also introduce honors courses in foreign languages". (Anhang s.222).

Aus dem Interview mit dem Befragten 6:

"Definitely, there is a market....there is a demand so, people come. Why do we have such a rush over here in Max Muller Bhavan for example, language learners? Because they think that if they do something over here, they go out and get a job. Everybody is looking to employ themselves"(Anhang s.230).

Die Lernmotivation für das Fremdsprachenlernen im Indien der Vorglobalisierung wurde von den Beteiligten eher intrinsisch als extrinsisch bezeichnet. Als die Beschäftigungschancen vor den 90er Jahren sehr eingeschränkt waren, haben sich die Lernenden meistens für das Wissen und Lernvergnügen interessiert. Entsprechend blieb die Zahl der Fremdsprachenlernende auch sehr gering.

Aus dem Interview mit dem Befragten 6:

"Yes. As I said even earlier, earlier sometimes they just came for the fun of it. There were a lot of people used to come just because they interested in learning, or we used to hear things like that my grandfather had a book at home which I wanted to read it. Today I could not, now I want to read it" (Anhang s.230).

Aus dem Interview mit dem Befragten 6:

"Ya, certainly, certainly. Earlier they would not, they learn just out of their interest and so they would come to class, learn and go to various offices or go home" (Anhang s.238).

Aus dem Interview mit dem Befragten 23:

"No, previous motivation was like the students were motivated to learn a language and use it correctly in all spheres". (Anhang s.390)

Die Beteiligten haben einige extrinsische Motivationsfaktoren genannt, die vor der Globalisierungswende aktuell waren: DasLesen von Fremdsprachenliteratur, Migration, eine

Vorbereitung auf die Indian Civil Service(IAS) und das Unterrichten waren hauptsächlich die extrinischen Motivationsfaktoren für die Fremdsprachenlernenden vor den 90er Jahren.

Aus dem Interview mit dem Befragten 3:

"Some are....you see, another major change that has happened is earlier, for the UPSC exams, for the IAS competitive exams, foreign languages was a subject. It is not there anymore. So, many of our classmates in those days, they pursued foreign language learning in order to get... score good marks in that and then eventually pass the UPSC exam and became IAS or so on" (Anhang s.202).

Aus dem Interview mit dem Befragten 23 :

"Ya, motivation has definitely changed. You know, because as I told earlier also, then earlier the people, thestudents they were more also inclined and they also wanted to get into the teaching jobs" (Anhang s.381).

Aus dem Interview mit dem Befragten 20:

"Like earlier, we could not probably 10 years back or when I started to teach in small schools the kids, I could not have thought of that even institutions like YMCA or Alliance Française they can have engineers, doctors as their students, very few they were. They were only those doctors, engineers who aspired to go abroad, or settle abroad, may be in Canada. So all of them were like the future immigrants they were considered to be" (Anhang s.360).

Den Beteiligten zufolge spielen intrinsische Motivationsfaktoren beim Fremdsprachenlernen nach der Globalisierung in Indien keine Rolle mehr.Lernende lernen eine Fremdsprache hauptsächlich, um eine Beschäftigung bei einem multinationalen Unternehmen zu bekommen.

Aus dem Interview mit dem Befragten 1:

"Now it is of course a completely different motivation, but now they want to simply learn the language in order to get a job and that is completely justified, they can ....it is their right to do that. But the thing is that as I said again you have to take that motivation and work around it. Well this is the same thing that I have repeated many times before ya, the reasons are obviously the improved opportunities and the kind of opportunities that have now emerged with globalization" (Anhang s.183).

Aus dem Interview mit dem Befragten 11:

"Yes, students today are highly focused and target oriented and they want to learn a foreign language mainly because it might get them a job opportunity. Perhaps, the old tradition of learning for knowledge's sake did not provide for many opportunities and hence now perceived to be an unprofitable enterprise." (Anhang s.274)

Aus dem Interview mit dem Befragten 24:

"Initially the motivation was knowledge. The motivation was something related with research, something with learning. Now it has changed. It has changed to money making. It has changed to getting employable, getting job ready, being job ready and getting the job as early as possible" (Anhang s.431).

Aus dem Interview mit dem Befragten 7:

"At the moment I think the biggest change is that earlier students used to come to Max Mueller Bhavan to learn German for the sake of learning, for their interest. Now people come here to learn the language so that may be they can find a job which will get them something like 20,000/- - 25000/ Rs a month.So the real reason is the call centre jobs as against the reason say thirty years ago when people out of interest were learning the language". (Anhang s.238)

Diese Veränderungen der Lernmotivation(man lernt, um eine Arbeit zu bekommen)wurde von den Beteiligten als gezielt, aber eher 'geschlossen' und 'eng' bezeichnet. Für das Fremdsprachenlernenbraucht man eine offene Haltung zur Sprache, Kultur und Philosophie.

Aus dem Interview mit dem Befragten 15:

"And thirdly, of course, I would like my students to have a very open mind. When they are learning a foreign language, they are not to come with absolutely closed mind, that they will learn only a language for the sake of language. Language means culture, language means opening to new ideas, it means interaction, so many other things which come with language learning. So language learning does not mean only learning grammar and structures. That is a very narrow vision of language program. That's all" (Anhang s.304).

Aus dem Interview mit dem Befragten 1:

"Exactly, exactly so, much less desire to learn a foreign literature.... to read a foreign literature, learn about foreign culture now it is really getting a job. So I want to learn German in order to get a job. It is very sort of you know, focused but narrow motivation" (Anhang s.184).

3.3.2.5 Lernerwartungen

Lernerwartung unterscheidet sich von Lernmotivation. Lernmotivation fokussiert auf die Frage,warum man eine Fremdsprache lernt.Lernerwartung beschreibt Aspekte, wie weit oder wie schnell man eine Sprache lernen will, und welche Lerninteresse Lernende mitbringen.In Bezug auf die Lernerwartungen behaupteten die Beteiligten, dass es Veränderungen beim Fremdsprachenlernen in Indien vor und nach der Globalisierungswende klar bemerkbar sind.In der Pre-Globalisierungzeit hatten die Lernenden eine offene Erwartungshaltung für das Sprachlernen und waren bereit, alles was dazu angeboten war, wie z.B Literatur, Kultur und Philosophie zu lernen. Diese offene Erwartungshaltung wurde in der Post-Globalisierungzeit in eine geschlossene Erwartungshaltung umgewandelt. Seit der Post-Globalisierungszeit erwarten die Lernenden nur das zu lernen,was notwendig ist, um eine Arbeitsstelle zu finden. Es genügt, was nötig ist; mehr will man nicht. Die Lernerwartung beim Fremdsprachenlernen in Indien ist heute doch gezielt, aber sehr begrenzt. Die Lernenden interessieren sich nicht mehr für Literatur und Philosophie,weil diese keine oder eine sehr geringere Rolle bei der Arbeitssuche spielen.

Aus dem Interview mit dem Befragten 1:

"As I mentioned once before, earlier it was to understand to read a foreign literature. Today it is not that at all. Ya, literature occupies the lowest space in student's priorities which is why I am happy to leave now" (Anhang s.184).

Aus dem Interview mit dem Befragten 3:

"There is reluctance to reading literature, there is reluctance [……] I find that, that is where my disappointment lies, because I think there is an inherent 'Abneigung', kind of almost an abhorrence towards reading literature in German" (Anhang s.198).

Lerner interessieren sich heute vielmehr für die Sprache der Wirtschaft und Medien der Zielsprache.Sie richten ihre Sprachinteressen nach den Marktanforderung. Diese fragmentierte Einstellung gegenüber Fremdsprachen macht das ganzheitliche Lernen fast unmöglich. Nur die

Lernenden, die AkademikerInnen werden wollen, interessieren sich heute noch für die Literatur, Kultur und Philosophie der Zielsprache.

Aus dem Interview mit dem Befragten 3:

"Today it is probably not so. I don't think today people understand this notion of 'Ganzheitlichkeit' this... this you know, the holistic approach. What they.... what they do you know,is this fragmentation like Wirtschaftsdeutsch,you know, German for Commerce, German for this, German for that and so on and so forth". (Anhang s.203).

Beteiligten zufolge wollen die Sprachlerner heute die Sprache schnell lernen.Sprachlerner sind viel ungeduldiger beim Lernen geworden. Sie sind nicht mehr bereit, genug Zeit und Mühe für das Sprachlernen zu geben.Sie erwarten die Erfolg sehr schnell.

Aus dem Interview mit dem Befragten 6:

"Ya, people are more impatient today. They want to learn faster. Because they think faster they learn, faster they get a job. So I think there is a bit of impatience there today, not much of patience that a language learning is a bit longer process, it doesn't come overnight. Because it is intensive courses we can do it little faster, still it requires a certain rigour and it requires certain amount of time and application to learn it properly, so, that I think little impatience as at times". (Anhang s.231).

Aus dem Interview mit dem Befragten 7:

"Ya, it is the same as I said, they do not expect anything. They just...they just want to be able to make noise in another language whether it is grammatically correct or not, it does not matter. And that is a biggest change whereas earlier the people were really wanting to learn good German, high German. Now it is o.k, get me fast, get me quickly to that point where I can say I know German" (Anhang s.239).

Aus dem Interview mit dem Befragten 27:

"In fact I think it has been detrimental because these changes are talking about instant gratification, Right? we are in the world of whatsapp, offacebook,ofinstant messaging and what....whata language requires is a lot of dedication and a lot of work and a lot of homework. If you are not being able to do it and you are not doing it, then it really falls flat. So your change and expectations vis-à-vis the students changes because the students are expecting something else and you are expecting something else" (Anhang s.443).

Sprachlernen für die Lernenden bedeutet heute, dass sie in der Zielsprache sprechen können. Alles andere ist viel weniger wichtiger, als das Sprechen.

Aus dem Interview mit dem Befragten 20:

> "Definitely, learning expectation has changed. Now they want to know, they want to speak the language. They are proactive than the previous students. This proactiveness came because of the demand in the market" (Anhang s.360).

Abneigung gegenüber Literatur, fragmentierte Einstellung zum Sprachlernen, sofortige Erfolgsserwartung, und Interesse an einfachem Sprechen sind dieVeränderugen, die in der Post-Globalisierungzeit in Indien beim Fremdspsrachelernen am deutlichesten aufgefallen sind.

3.3.2.6 Lehr und Lernmaterialien

Lehr- und Lernmaterialien spielen im Fremdsprachenunterricht eine wichtige Rolle. Die Leitfunktion des Lehrwerks liegt darin,dass es das grundlegende Lehr- und Lernmittel ist."Ein modernes Lehrwerk ist deshalb nicht nur ein Speicher von Regeln und Sprachstoff, sondern auch ein Programm zur Enfaltung der Lehr- und Lernarbeit, in dem allgemeine didaktische Prinzipien, methodische Kategorien und pädagogische Leitvorstellungen berücksichtigt werden müssen"(Neuner 1991, s.241). Ein modernes Lehrwerk soll authentisches Sprachmaterial beinhalten, das dem Alter entsprechend einen Bezug zur Lebenswelt der Lernenden herstellt und gleichzeitig den Blick über die eigene Sprache hinaus in die Welt der Zielsprache öffnet.

Nach Aussage der Beteiligten folgten die Lehrwerke, die Vorglobalisierung in Indien verwendet werden, meistens einer Grammatik-Übersetzungmethode als didaktischer Prinzipien. In diesen Werken wurden die Unterrichtseinheiten lehrerzentriert strukturell gestaltet. Lehrwerke der Post-Globalisierungzeiten beinhalten einen kommunikativen Ansatz, handlungsorientiertes Sprachlernen und sind interkulturell konzipiert. Jedes zweite oder dritte Jahr wurde ein neues Lehrwerk im Fremdsprachenunterricht eingeführt. Nach den 90er Jahren wurden die Lehrwerke lernerzentriert gestaltet.

Aus dem Interview mit dem Befragten 2:

> "Ya, I mean, when we started we had more sort of grammar based approach etc... We started and we also learned language more or less like that. That shifted to more or less what we called communicative approach and now you have this what you call the... what is it called...handlungsorientierte, activities ....task based....task based language learning. So, there are

shifts taking place in all these areas because of people who are studying the field and who are trying to think of new ways to engage students in the process of learning." (Anhang s.192).

Aus dem Interview mit dem Befragten 4:

"Textbooks have been changing almost every year. We learned from different textbooks and I have been in this field for almost 35 years, 40 years. We learned from different textbooks and now the textbooks are completely changed. Almost every year or every two, three years we are changing textbooks. Textbooks which are we use, which were used earlier based on simple textbooks which more direct texts and dialogues, very few pictures". (Anhang s.204).

Aus dem Interview mit dem Befragten 5:

"Because, we had only part-time courses, and later on I think around 1990 or so, when globalization took place, people started thinking of the importance of spoken language. Ya, so, because of that, because of the shifting of the focus, new books were…. sought after. So, then, we introduced BNS which was our first book, if I remember correctly, which had focus on spoken German. There after all the books which were….which came to the market, we tried every book, mainly because it fulfilled that aim of teaching spoken language." (Anhang s.224).

Die Digitalisierung der Lehrwerke wurde von den Beteiligten auch als eine wichtige Umwandlung bezeichnet. Das große Angebot des Internets erlaubte Lernenden und Lehrenden vielfältigere und authentischere Einblicke in das Leben und die Kultur von anderen Ländern, und zwar auf der Text- ,Bild-, Audio- und Filmebene. Das Internet ist als eine Quelle für authentische Lernmaterialien im Fremdsprachenunterricht entdeckt worden.Heute integrieren die Lehrwerke digitale Materialien,die früher als Zusatzmaterialien gedacht waren. Das Lehrwerk 'Netzwerk' etwa ist mit allen gängingen Medien verzahnt. Kurs- und Arbeitsbuch mit Audio-CDs und DVD, Interaktive Tafelbilder, digitalem Unterrichtspaket, Lehrerhandbuch, Intensivtrainer, viele kostenlose Online-Angebote und so weiter. Derartige intergrierte Digitalisierung vereinfacht die interaktive Gestaltung der Fremdsprachenunterricht.

Aus dem Interview mit dem Befragten 6 :

"I started with 'Deutsche active' which was revolutionary at that time, then we went on to I think 'SKD' Sprachkursdeutsch, then it was Tangram, Momental, Momentmal Tangram the other way aroundand then I think just when Ileft teaching 'StudioD' came in and now it is Netzwerk.In recent years, it is difficult question to answer. What has changed definitely is more the digital

content. That was not there earlier. The books are not just books there is a CD to go with it, there is a teacher preparatory CDRom and all. So yes, a lot more technology which is integrated into the textbook that is definitely changed a lot in the last few years" (Anhang s.231).

Aus dem Interview mit dem Befragten 12:

"Ya, ya, now obviouslythe books offer lot ofyou know, once again technological optionslike we havesmart boards so we have the smart exercises are integrated in the…. in the books itself. So there are certain exercises in the book for example which are….which need to be done with the smart textbooks or with the smart board or you know things like that. So ya, those methodologies have been changed". (Anhang s.281).

Weiterhin unterstützt die Digitalisierung des Lehrwerks selbstständiges Lernen. Die Lernenden können selbstständig und interessengeleitet im Internet miteinander in Kontakt treten. Diese Möglichkeit, mit dem Rest der Welt zu kommunizieren, kann im Fremdsprachenunterricht sehr wirksam sein, weil sich Gelegenheiten für authentische Kommunikationssituationen, die man sich für die Lernenden immer gewünscht hat, bieten. Lehrwerke folgen heute einer handlungsorientierten, interaktiven Unterrichtsmethode, die weiterhin das autonome Lernen unterstützt.

Aus dem Interview mit dem Befragten 8:

"I have seen that because I see there is a kind of you know the second wave of communicative didactic, there is a kind of a shift towards autonomous learning, task based learning plus they are encouraging multilingualism also in these books and there is I would not say complete ideal situation as far as intercultural competence is concerned but at least now an effort is being made to ask the student or reach out to the learner as to how things are in their culture, in their language orin their country you know, be it festivals, be it ways of living whether young people living with their parents or aboard you know, these things at least now these books are taking the learners perception into cognisance which was not there. Earlier it was just a one way thing. This is how it is in Germany and that is it" (Anhang s.259).

Die Beteiligten haben auch ihre Unzufriedenheit darüber ausgedrückt, wie die Lehrwerke, die im Zielspracheland produziert wurden, mit interkulturellen Aspekten umgehen, und erwarten viel realistischere Bilder von Sprache und Kultur.

Aus dem Interview mit dem Befragten 9:

"Of course, individual teachers use different kind of materials for example I do not like these books because those books are essentially the entire DaF Industry in Germany is meant for the 'Gastarbeiter'. And it thinks that everybody is just willing and dying to come to Germany and learn German language and buy German food etc… No. I do not see my students like that". (Anhang s.260).

Aus dem Interview mit dem Befragten 18:

"You know cultural elements have to be explained because here the only impression we get is that the French are only interested in sea, sex and sun and which is nonsense (laughs). And in same time, Indians are not only worshipping cows. You know, some Indians are worshipping cows but all Indians are not worshipping cows. Some method has to be evolved where more realistic pictures has to be painted and there has to be more dialogues with the local culture". (Anhang s.345).

Weil die Lehrwerke meistens in den Zielspracheländern entstehen, bemerkten die Beteiligten, dass es immerwieder an einseitiger Weltanschauung leidet. Im Fall von Russisch und Französisch gibt es Lehrwerke, die von indischen Autoren veröffentlicht worden sind. Im Falle von Deutsch gab es einen Versuch, das Lehrwerk 'Deutsch für uns'in den 80er Jahren in Indien zu veröffentlichen, was aber gescheitert ist. Eine gemeinschaftliche Autorenschaft von indischen und ausländischen Autoren kann die Einseitigkeit des Weltbildes die im Lehrwerk vorhanden ist, ausgleichen, und zu einer realistischeren Darstellung der Kulturen führen.

Aus dem Interview mit dem Befragten 3:

"I was involved in the project which the centre started 'Deutsch für uns' where you are dealing with a group of students, I don't know if you have seen the text ever and I did the 'drawings for that text also. This was yes, yes early 80s and I have done the 'Probelauf' of that text also and it worked very well. So it's a story of one Indian student going to Germany to learn German and he is in a 'Deutsch als Fremdsprache' group which is a situation where you have a person from Africa, a person from Japan and so on and so forth, they all learn the language together. But from the perspective of the Indian language learner you know, which was the idea and which was very good, unfortunately it never got published." (Anhang s.204).

Aus dem Interview mit dem Befragten 15:

"Moreover, authors are more and more doing collaborative research project. If earlier the textbooks were entirely written in France, now we have textbooks which are outcome of collaborative projects, that means there is Indian author and French author or 2 francophone authors, so the scenario is changing" (Anhang s.311).

Aus dem Interview mit dem Befragten 23:

"So textbooks, we have our textbooks written by Indian authors. Indian authors have textbooks which take into consideration the Indian audience. We have textbooks written by foreign teachers. Since we have agreements with Moscow State University, periodically our teachers go there in exchange programmes. we have collaborated textbooks which have been written". (Anhang s.392).

Die Themen, die in einem Lehrwerk vorhanden sind, sollen aktuell und relevant für die Lernenden sein, und auch ihre Interessen wecken können.Es ergibt wenig Sinn für Lernende,über Themen zu lesen und zu diskutieren,die entweder in der Zielsprachekultur oder in der eigenen Kultur nicht mehr vorhanden sind. DasLehrwerk sollte die aktuelle Lage der Sprache und Kultur authentisch darstellen. Es wurde als der wichtigste Grund für die Einführung eines neuen Lehrwerks gennant.

Aus dem Interview mit dem Befragten 24:

"So in the beginning when I started teaching some of the text books were used still were the older ones which would be reflecting Soviet reality and vocabulary also. But now there is an influx of new text books because the Russian people themselves realised that in order to teach Russian as a foreign language they have to depict the country as it is now. So, all of this is reflected in the choice of topics you know, there are topics now being discussed which earlier could not be for example, you know, you have books which at higher level are discussing prison reforms for example, you know, that kind of vocabulary is also there for senior students". (Anhang s.402).

Aus dem Interview mit dem Befragten 22:

"I even….when I try to recommend a book I always see certain factors that I always check a textbook what is conveyed also try to see patriarchy is being renegotiated or not. Because patriarchy is very big problem in Russia you know, so, we…at least I check out whether it is

being negotiated or whether it is being perpetuated. I am very clear. I also see whether the book is green or not green, how environment friendly it is, so that is being…"(Anhang s.383).

3.3.2.7 Unterrichtsmedien und Einsatz digitaler Medien

Freudenstein zufolge sind Unterrichtsmedien "technische Geräte, die zu ausserschulischen Zwecken entwickelt worden waren und im Konsum- und Freizeitbereich Verbereitung gefunden hatten, und auch für Unterrichtszwecke in Anspruch genommen wurden"(Freudenstein 1991 s.237). Mit dem Begriff 'Digitalmedien' bezeichnet man Geräte meistens elektronischer Natur, die Informationen in digitaler Art speichern, verarbeiten und übertragen und schließlich in bildhafter oder symbolischer Darstellung wiedergeben.Speicherung, Verarbeitung, Übertragung und Korrekturmöglichkeiten machen die Digitalmedien zum benutzerfreundlichsten Unterrichtsmittel für den Fremdsprachenunterricht.

Nach den Äußerungen der Beteiligten wurde der Einsatz von Medien im Fremdsprachenunterricht vor und nach deri ndischen Gloablisierugspolitik verändert. Technologische Innovationen besonderes im Bereich der Informationstechnologie, die indiesem Zeitraum entwickelt wurden, und das Internet mit seiner synchronen und asynchronen Kommunikationsmöglichkeiten gehören zu den Gründen für diese Veränderungen. Biszum Ende der 80er Jahren wurden die elektronischen Geräte wie Tonband bzw. Kassettengerät, Tageslichtprojektor und auch Videogeräte im indischen Fremdsprachenunterricht eingesetzt. Die Einführung des Internets hat für das Fremdsprachenlernen neue Möglichkeiten eröffnet. Jetzt können die Lerner unabhängig von einer Lehrkraft ausdem Internet Informationen über die Zielsprachkultur bekommen. Das Internet wurde das Hauptmittel für das selbständige Fremdsprachenlernen.

Medieneinsatz im indischen Fremdsprachenlernen unterscheidet nach den vorhandenen Lernmöglichkeiten, ob esum Präsenzlernen oder Distanzlernen geht. Die Unterscheidung Distanz- versus Präsenzlernen verweist in erster Linie auf die räumliche Dimension des Lernens. "Distanzlernangebote richten sich an Lernende, die aus zeitlichen oder orts bedingten Gründen das Angebot des Unterrichts in Bildungseinrichtungen, bei dem Lernende und Lehrende zeitgleich in einer Raum anwesend sind, nicht annehmen können oder wollen bzw. Die

Lernangebote vor Ort durch Distanzlernangebote ergänzt haben möchten" (Platton 2010,s.1193). Präsenzlernen oder Präsenzunterricht bezeichnet den Unterricht im Klassenzimmer, wobei sich die Lernende und Lehrende zur selben Zeit in einem Ort zusammen finden. Beim Präsenzlernen steht das didaktische Dreieck: Lernende, Lerngegenstand und Lehrende unter einem Dach. Nach dem Steurungsprinzip des Lernens, von wem das Lernen gesteuert wird, geschieht fremdgesteuerteslernen beim Präsenzlernen, und selbstgesteuertes Lernen beim Distanzlernen.

Die Analyse der Äußerungen von Beteiligten bezeichnet, dass der Medieneinsatz zweckmäßig unterscheidet, obder Einsatz im Unterricht oder außerhalb des Unterrichts stattfindet.Wenn Medieneinsatz im Fremdsprachenunterricht geschieht ,dann hauptsächlich in Form von Zusatzmaterialien. Meistens ergänzt der Medieneinsatz den Lerngegenstand, der von dem Lehrenden gerade unterrichtet wird. Wenn Medieneinsatz außerhalb des Unterrichts stattfindet, fördert er das selbstgesteuerte Lernen von Lernenden. Einige Äußerunen von den Beteiligten lauten so.

Aus dem Interview mit dem Befragten 4:

"Media can play good role, big role like students can use them themselves independantly.This can be supplement to the classroom teaching.Such things are now available. Earlier these were…..these were not there. In our times only audio cassettes were there and the video was very, very few places" (Anhang s.216).

Aus dem Interview mit dem Befragten18:

"You know,so, probably the digital media will only supplement what is already been done in the book. You know because then, the methodology of the writers of the book becomes mine. So, it is better to stick with the book, stick with the pedagogical guide, stick with the exercise book and then supplement that with other activities which the students may not find in the book" (Anhang s.341).

Aus dem Interview mit dem Befragten 11:

"But the biggest advantage now is that the foreign language learner need not exclusively depend on the text-book and teacher alone for his learning but can access a vast array of interactive learning materials online for free from reliable, authentic sources like the Goethe Institute's official website and other such innumerable blogs and videos" (Anhang s.275)

Den Beteiligten zufolge bringt der Medieneinsatz beim indischen Fremdsprachenlernen drei Vorteile.Erstens ermöglicht er eine virtuelle zielsprachliche Umwelt beim Fremdsprachenlernen.“Wer Deutsch als Fremdsprache außerhalb des deutschsprachigen Raums lernte,für den war eine gute Medienausstattung traditionell wichtiger als für jemanden, der Deutsch als Fremd- und Zweitesprache innerhalb des deutschsprachigen Raums lernte, da ihm der lebensweltlich unmittelbare Zugang zur deutschen Sprache und zur deutschsprachigen Welt fehlte” (Rösler2010,s.1200).

Aus dem Interview mit dem Befragten 2:

“You can create an environment artificially with the use of technology which a language environment, which the language becomes the main mode of communication. So, that is what otherwise missed you know, by students when one only learned through the old methods. This language environment was missing. Now with the help of technology you are able to create this language environment” (Anhang s.194).

Zweitens erlaubt der Medieneinsatz die Audio-Visualisierung von Lernstoff. Audio-Visualisierung des Lerngegenstands verstärkt den Lernreiz.Die Stärke des Lernreizes wird bestimmt dadurch, durch wie viele Kanäle ein Lerngegenstand wahrgenommen wird, d.h, ob er nur hörbar ist,audio-visuell ist, statisch oder beweglich ist, und wie lange es dauert.Verstärkung des Lernreizes resultiert in einem verbessertem Verständnis des Lernstoff und einem längeren Erinnern.

Aus dem Interview mit dem Befragten 10:

“Besides, the use of digital media also works because it stimulates various areas of the brain which are not involved in learning through the traditional method. This results in better absorption, processing and retention of information and a well-rounded learning outcome”. (Anhang s.270).

Aus dem Interview mit dem Befragten 29:

“We all know that audiovisual media is more impactful it has retention and also perception and understanding.So many things are there which can be channalized through the digital media.The criteria is always to….first of all to make it more impactful”. (Anhang s.454).

Drittensvereinfacht der Medieneinsatz die interaktive Gestaltung des Unterrichts. Interaktion in der Zielsprache ist unerläßlich für die Entwicklung von Kommunikativekompetenz beim Fremdsprachlernen. “Kommunikation kann dementsprechend erfolgreich bzw.erfolglose sein – für pädagogische Zwecke ein wichtiges Kriterium geeignete Kommunikation (und das Lernziel Kommunikative Kompetenz) zu erzielen, ist jedoch nur aufgrund geeigneter Interaktionsstrukturen (mittels Interaktionskompetenz) möglich” (Hause 1991, s.405). Sprechfähigkeitin der Zielsprache lernt man durch das Sprechen. Digitalmedien ermöglichen synchrone und asynchrone Kommunikationsmöglichkeiten nicht nur innerhalb der Lerngruppe, sondern auch mit Muttersprachlern der Zielsprache.

Ausdem Interview mit dem Befragten 29:

“If for example I tell you that it is cultural thing, thatif I simply give you a text about a festival obviously that is not going to evoke the same response or the understanding vis a vis a clip or a video audio about presentaion of that thing onstudents curiosity. We can have an interactive session on, because not much time is not lost in reading the whole text then explaining it. The learning outcomes have also improved because the boringness or monotonous reading lectures or just teacher intervention discourse was changed and now the emphasis is to create more of interactive patterns. Earlier there was just the teacher without the digital media. Now you have with the help of digital media you can show as many people you want to and ask students to simulate same that helps indeed” (Anhang s.454).

Aus dem Interview mit dem Befragten 24:

“A foreign teacher in Russia via skype can hold a class with Indian students here at various levels. We can have an interaction so, it is central.” (Anhang s.405).

Aus dem Interview mit dem Befragten 22 :

“Digital media of course I mean I feel do that it can …it can …very immensly enhance the….the ….learning abilities of the students because it actually help them in concentrating you know, and visuals and seeing something and interacting through the digital media it really helps.The students, of course I have seen in my junior classes when they are learning the language it does help them”. (Anhang s.385).

Medieneinsatz bietet dieselben Funktionen auch in Situationen außerhalb des Unterrichts. Der Unterschied liegt darin, dass im Unterricht die Handlungen hauptsächlich von der Lehrkraft gesteuert werden, und außerhalb des Unterrichts Lernende selbst die Situationen steuern. Hierkann der Lernende frei und flexibel handeln und den Medieneinsatz für das Fremdsprachlernen benutzen, wie er will.

Aus dem Interview mit dem Befragten 11:

"But the biggest advantage now is that the foreign language learner need not exclusively depend on the text-book and teacher alone for his learning but can access a vast array of interactive learning materials online for free from reliable, authentic sources like the Goethe Institute's official website and other such innumerable blogs and videos". (Anhang s.375).

Aus dem Interview mit dem Befragten 18:

"Well, the digital media would certainly help in the sense it provides the immersion that we were talking about earlier. The only thing is that that time the immersion was complete. Here when the student feels that he or she is about to drown in the immersion; the immersion was like you are thrown into swimming pool, I am sure the same must have been the case with German also. So a lot of people eventually learn to swim, a lot of people actually drown. Here, you have a possibility of being immersed but at the same time escaping because you can switch off that….the internet immediately or whatever and you can actually take a break." (Anhang s.242).

Beim Distanzlernen geschieht die Selbststeurungin höchstem Maß. Weil der Lehrende beim Distanzlernen meistens nicht vorhanden ist, trifft der Lernende alle Entscheidungen für das Lernen selbst. Bemerkenswert ist in diesem Bewertungsystem, dass die Onlinekurse Selbstbewertungsmöglichkeiten bieten, die vorurteilsfrei und objektiv sind. Im Unterricht beim Präsenzlernen kann die Bewertung durch Lehrende von den Lernenden als favorisierend und subjektiv wahrgenommen werden, weil in der Lehrer-Lerner Beziehung viele professionelle und unprofessionelle Elementen eine Rolle spielen können.

Aus dem Interview mit dem Befrafgten 14:

"Now there aremore and more online courses and self learning courses and use of media and smart boards and internet and computers in the classroom giving homeworks, submitting homeworks through internet with programmes anddoing all the things whichone can do in the class canalso doonline. So that has become more and more and I think there are many students

who would in India, I hope in five years when computers, internet and media still grow then people would be learning from their home anyways" (Anhang s.300).

Aus dem Interview mit dem Befragten 28:

"We are currently working in aproject of theNational Mission of the education for ICTof the Government of India. Myself, [….] all of us have developed courses undere-pathsala and another MOOC, the massive open online courses. So we will be having16 papers in Spanish which are dealing with different aspects of the language, literature, culture, civilization everything. In that we have a section called self assessment where everytime the student goes digitally and is able to assess himself in a very neutral environment. What, how much he has learnt and how much is she or heis not learned and how to go back again and revise with sections. So technology does help us inthat way that it can give you instant andneutral feedback rather than getting into because I am a woman, because I am a man, because I come from this region or because I am there and I am being victimized" (Anhang s.445).

Den Beteiligten zufolge ist die medienkritische Intervention der Lehrenden unerläßlich im Unterricht für den wirkungsvollen Einsatz von Medien.Was im Internet angeboten wird, ist nicht immer geeignet für das Lernen. Welche Quellen authentisch sind und welche nicht, kann der Lernende am Anfang des Unterrichts nicht entscheiden,weil ihm die notwendige Erfahrung mit der Zielsprache fehlt."Medien, die für den Lehren und Lernen lebender Sprachen empfohlen worden sind, sind Geräte, die eigentlich anderen Zwecken dienen, im Fremdsprachenunterricht jedoch auch mitverwendet werden" (Freundenstein 1991, s.240). Es besteht darum die Gefahr, dass der Medieneinsatz viel mehr Unterhaltungsmöglichkeit als gewünscht im Unterricht für das Fremdsprachenlernen bietet.

Aus dem Interview mit dem Befragten 28:

"That is a very still in process because I first and foremost I don't look at the Wikipedia at all that being said I look for academic sites and there are many sites where not only you have media file but also the entire class, the activities which are involved on the recess of that media file exists . So supposing I want to show a movie, theentire activities which are there pre movie, during the movie and post movie, itsall over there. So if you can look for the sites you get so many good ideas which you can implement and you can keep the interest of the students and teach them not only the language but also the culture

and the history that I am taking about. So theentire package is given in the very nice manner" (Anhang s.445).

Aus dem Interview mit dem Befragten 24:

"One of the linguist in fact has said that there has been so much of changein the Russian language that it isalmost onthe verge of a nervous breakdown. So we are always cautioning the student that you must go to authentic websites. It should be a univeristy website or it should be a website authenticated by an authority either the you know, one of the institutions.[….]So always the teacher has to guide, the teacher has to give them directions that this is authentic and this may be not so" (Anhang s.405).

Die Beteiligten haben auch zwei weitere Problemfälle für das Fremdsprachlernen in Indien gezeigt, die durch den Medieneinsatz beim Fremdsprachenuterricht entstanden sind. Erstens wächst eine Abhängigkeitvon Onlinewörterbüchern, da die Lernenden für jedes Wort einfach online die Bedeutung suchen und damit die Chance verpassen, die Bedeutung aus dem Kontext zufinden,was eigentlich zentral für das Leseverstehen ist. Beteiligte haben auch bemerkt, dass seit die Lernenden die Möglichkeit haben, per Klick Bedeutungen zu finden, trotzdem nicht gewährleistet ist, dass die Lernende für den Kontext geeignete Worte finden; und wenn diese von Lehrenden erklärt werden, glauben sie nicht an den Lehrenden und bezweifeln, ob der Lehrende genug weiß, so dass Lehrende unter Verlust an Glaubwürdigkeit leiden.

Aus dem Interview mit dem Befragten 13:

"Very important point I want to rise which bothers me a lot is this online dictionaires. I think it is…. I do not know about others feel about it, but I think it is very distracting in class. Because you see students for everyword they would want to check it out right there you know, just right there. So I think the whole experience of trying to understand what this word means by reading lines, reading the whole text that is lost somewhere." (Anhang s.290).

Aus dem Interview mit dem Befragten 25 :

"Nowadays students have laptop all the time, they have internet facilities either at home, either in the classrooms and they are allowed also with laptops in the class, with mobiles and they have dictionaries installed in the mobiles so whenever they want to check anything, they can check.

> Sometimes it creates problem also for a teacher because they might be given one or two, three words, one or two words in the dictionary and you know that as a foreign language teacher for one word there can be ten words or eleven words depending on which subject like if you are teaching business translation, if you are teaching scientific translation so the words are different. So the students know only one word and sometimes it creates doubt in his mind, his or her mind that teacher knows it or not. Sometimes they ask and clarify it and sometimes they keep in their mind, o.k, this teacher does not know or these are the problems like nowadays we are facing" (Anhang s.408).

Zweitens haben die Beteiligten auch bemerkt, dass beim Fremdsprachenlernen in Indien Mediennutzung vom Lernen ablenkt, wenn die Medien nicht gezielt und unterrichtsspezifisch eingesetzt werden, sondern zur Zeitverschwendung und reinen Unterhaltung werden.

Aus dem Interview mit dem Befragten 11:

> "Though digital media intervention facilitates teaching and offers variety in terms of learning materials, unless these are used by the learners very specifically and repeatedly for achieving specific language skills, they remain mere entertainment and distraction" (Anhang s.276).

Den Beteiligten zufolge leidet indischer Fremdsprachenunterricht noch unter infrastrukturellen Herausforderungen. Es mangelt noch immer besonderes an ununterbrochener Elektizitätsversorgung und Internetdienstleistungen. Der Mangel an Elektrizitätversorgung war sehr groß in der Vor-Globalisierungzeit. Obwohl sich dies inzwischen viel verbessert hat, bleibt ununterbrochene Elektrizitätsversorgung noch immer eine Illusion für viele indische Ausbildungseinrichtungen. Die Verbreitung von Smartphones unter den Fremdsprachenlernern in der Nach-Globalisierungszeit erleichtern den Zugang zum Internet. Lernende brauchen keinen Computerraum mehr. Der Zugang zum Internet und zur Zielsprache geschieht heute per Fingerspitze.Whatsapp, Facebook, Youtube usw. haben den Zugang zu Lernmaterialien und Zielsprache sehr vereinfacht. Smartphones sind behilflich beimSprachlernsituation außerhalb des Unterrichtes, eine Interaktivtafel (Smartboard) ist behilflich innerhlab des Unterrichts, aber noch immer kann der Mangel an ununterbrochenen Internetdienstleistungen den Lehrenden beunruhigen.

Aus dem Interview mit dem Befragten 2:

> "So, technologies are there in order to be used to improve the methods of teaching. Yes, yes, may be not as much as we would like to do becauseas I said, the problems of infrastructure, internet

does not function all the times. You know, those kinds of problems are there in most Indian institutions, you have these problems" (Anhang s.193).

Aus dem Interview mit dem Befragten 6:

"A lot of digital media kind of assumes that people also have access to it elsewhere. And in India that is unfortunately today, inspite of all the portions is not the case. Like, I do a lot of work with Kendriya Vidyalayas. I am heading that project now and we give them….they have all kind of facilities in the schools. First of all, when we say facility, children don't always have the access to those facilities". (Anhang s.233).

Aus dem Interview mit dem Befragten 16:

"As I said, Internet. I don't personally use it because of the simple reason that half the time the server is down (laughs). Or sometimes the light is not there. So let us not even go into that you know. Ideally, yes, it would be nice. But most times no, because I do not want to spend too much time trying to get into the internet system to show something but I give those sites and I give the students sites, so that when they have time,it is more self learning which they can do." (Anhang s.321).

Den Beteiligten zufolge sind die Smartphones unter den Lernenden gut verbereitet.Meistens wirken die Lernende viel mehr 'Gadget savy' als die Lehrenden.Was noch fehlt, ist eine Lehrerausbildung für den Umgang mit den Medien im Unterricht.

Aus dem Interview mit dem Befragten 9:

"Because I think even there has to come a future generation of teachers who should be better trained into using digital media for language learning. Lot of our people who teach languages just now they have learned language teaching with more traditional theories and ideas and all that. But it is not that they are themselves very you know, very, very knowledgable about digital media. Some of the language teachers, they just know very basic things. So I think in this area actually there is so much potential that teachers should be better trained to use digital media for better results in language learning". (Anhang s.261).

Gleichzeitig ist zu bemerken, dass unter den modernen Medien das Sprachlabor allein speziell für den Fremdsprachenunterricht entwickelt worden ist. "Eine weitere Entwicklung der pädagogischen Technologie im Fremdsprachen bereich kann sicherlich erst dann erwartet

werden, wennnicht mehr danach gefragt wird, was ein bereits vorhandenes Medium zusätzlich auch im Fremdsprachenunterricht leisten könnte, sondern wenn Medien zum Einsatz gelangen, die auf der Grundlage fachspezifischer Forderungen speziell für den Fremdsprachenunterricht konzipiert worden sind" (Freuendenstein1991, s.240).

3.3.2.8 Beschäftigungschancen

Beteiligten zufolge bezeichnen Beschäftigungschancen für die Fremdsprachenlernenden in Indien vor und nach der Globalisierunggroße Veränderungen.Vor 1991 waren AkademikerInnen, ÜbersetzerInnen und ReiseleiterInnen als die Berufsziele für Fremdsprachenlernende gewesen; die Beschäftigungschancen in diesen Bereichen bliebt auch sehr gering.

> Aus dem Interview mit dem Befragten 2:
>
> "Ya, I mean, earlier it was.... the areas were limited. You know, few tourist guides, some school teachers very few, some schools this were offered and otherwise you know, teaching in universities and colleges wherever it was taught andtranslation was an important area, it was limited.The job opportunities were far more limited"(Anhang s.190).

> Aus dem Interview mit dem Befragten 5:
>
> "You see.... here also, I seedrastic changesbecause I remember when I started learning German, I joined German, hoping that one day I will become a translator, I never thought that I could become a teacher also, because those days we did not have masters program in German in our University. And I thought o.k, after doing advanced diploma, if I am good, may be I will get absorbed as translator, but there were hardly any vacancies" (Anhang s.221).

> Aus dem Interview mit dem Befragten 18:
>
> "Yes. Very much. Initially, when I began learning the foreign language, there were not many opportunities, because I arrived in this university 1990. So you would understand, that was when the liberalisation has just begun to happen around that time. In fact, that was prior to liberalisation. So there were really no opportunities" (Anhang s. 335).

Eine Aufschwung der Beschäftigungschancen für die Fremdsprachenlernende wurde seit Ende der 90er Jahre bei der IT-offshore Dienstleistungsindusrie in Indien von den Beteiligten

festgestellt. Enormes Wachstum vonf remdsprachlichem Personalbedarf in der ITES Industrie hat große Auswirkungen auf den Fremdsprachenunterricht. Die Bewerberzahl ist ungeheuerlich gestiegen. Im Falle der privaten Institutionen wie Max Müller Bhavans stand die Zahl der Lernendenum 17900 im Jahr 2000, stieg auf 21740 im Jahr 2005 und erreichte 31500 im Jahr 2010 (Schäfer 2015). Die Einschreibungszahl von Fremdsprachenlernenden stieg von 4500 auf 11100 an den Universitäten bis zum Jahr 2010. (Schäfer, 2015).

Aus dem Interview mit dem Befragte 1:

"I think at the moment, it is pretty good. It wasn't like that in between in middle path of my career, it was not great but ever since the BPO boom and ever since globalization, there is obviously a heightened demand for foreign languages and German is one of the languages that falls within this" (Anhang s.182).

Aus dem Interview mit dem Befragten 3:

"But I can see that there are ample opportunities. Many people have been absorbed in the call centres, in the BPO sector and so on and so forth, in multi national companies" (Anhang s.199).

Aus dem Interview mit dem Befragten 5:

"Well, it is very good I would say because, I....I used to say... Ihave said these things a number of times, in other universities wherever we have talked about foreign language teaching that sometimes it is very difficult to hold back very good students for masters programmes because before they finish their bachelors' programmes, they get absorbed b in MNCs or BPOs and their salaries are so high that they don't actually feel like leaving that chance" (Anhang s.221).

Nach Globalisierungswende erlebte auch der Tourismussektor einen Aufschwung. Zusammen mit dem traditionellen Freizeittourismus wachsen heute medizinischer und spiritueller Tourismus in Indien und tragen so zum fremdsprachlichen Personalbedarf bei.

Aus dem Interview mit dem Befragten 22:

"So these courses you know these courseshaveto be done I mean, you may suddenly get certain you know, there is a lot of demand for Russian, you know where? in medical tourism. You know, you have lot of patients are coming. We send lot of students to Medanta and other hospitals because there are lot of patients are coming from central Asien countries.They all speak Russian.

They all speak Russian and lot of patients and for that so we introduce at the part time level" (Anhang s.381).

Aus dem Interview mit dem Befragten 24:

"So these are the two areas you know, tourism for example there is now a seperate section, there are many in russia who are interested in traditional medicine. Soa part, there is medical tourism of course from the west but also from Russia. Not just going in for you know, allopathic medicine but also those interested in traditional ways of healing, those interested in yoga, those interested in spirituality. There is a tremedous growth in tourists coming specially for this" (Anhang s.400).

Übersetzung war als eine wirtschaftliche Aktivität vor der Globalisierung meistens unorganisiert und gehörte zum Sektor der Teilzeitbeschäftigungen in Indien. Als ein eigenständiger Bereich war sie nicht anerkannt worden. Durch die Entstehung von Sprachdienstleistungsfirmen, die nicht nur die Übersetzung, sondern auch die Lokalisierung der Produkte und Dienstleistungen anbieten, gewinnen die auf Übersetzung bezogenen Aktivitäten nach der Globalisierung einen Industriestatus.

Aus dem Interview mit dem Befragten 8:

"Other than that I think, translation is also another avenue, there is.... there is an opening up of the translation market in the sense that it is no longer an act of academic engagement, translation as academic but translation as a part ofthe book market or the publishing industry" (Anhang s.247).

3.3.2.9 Globalisierung

Den Beteiligten zufolge ist die Globalisierung der Hauptgrund für die Veränderungen bei der Fremdsprachenunterrichtspraxis in Indien. Unter dem Begriff 'Globalisierung' erkären die Teilnehmenden die wirtschftliche Liberalisierungspolitik Indiens. Bis in die 90er Jahre führte Indien eine geschlossene Wirtschaftspolitik, welche "Gemischtes Wirtschaftsmodel' genannt wird. Markteröffnung für ausländische Firmen durch die Liberalisierungspolitik wurde im Jahr 1991in Indien im Gang gesetzt. In diesem Zeitraum war es nicht nur in Indien, sondern auch in

Russland und in weiteren östeuropäischen Ländern eine Liberalisierungspolitik eingeführt worden.

Aus dem Interview mit dem Befragten 17:

> "I think it is.....well, to come to with we are a global village. Since the politics of liberalization of the economy in 1991,92 in early nineties in India when we opened our door, I think job opportunities came along" (Anhang s.326).

Aus dem Interview mit dem Befragten 21:

> "This is change in the system that India is also changing and even Russia is changing. So, everything changes, society changes according to the….. you know like it is no more a communist economy, it is a market economy. In India also our economy is changing. So, that is the reason" (Anhang s.372).

Der Aufschwung bei verschiedenen Wirtschaftssektoren Indiens und der damit erfolgte zunehmender Personalbedarf wurde durch die Beteiligten auch als die Globalisierung bezeichnet. Die Liberalisierungspolitik Indiens erlaubte Auslandsinvestitionen in vielen Bereichen der Wirtschaft. Entsprechend haben viele multinationale Firmen ihre Operationen in Indien begonnen. Damit stieg den Bedarf von Fremdsprachexperten besonderes in Sektoren wie IT, IT-offshore Dienstliestungsindustirie, und Tourismus ungeheuerlich. Nicht nur inländisch, sondern auch im Ausland wurden viele Beschäftigungschancen durch den Globalisierungprozess eröffnet.

Aus dem Interview mit dem Befragten 11:

> "After Indian economy liberalised and globalisation took over the imagination of the entire nations through internet and IT- enabled services, students do have a lot of opportunities to interact with, study or work within foreign countries. There are a lot of multi-national companies outsourcing a part of their jobs to other countries where employees know their language(s). Tourism industry is a major attractive job market for foreign language learners more so today, than a decade ago" (Anhang s.273).

Die bilateralen diplomatischen Beziehungen zwischen den Ländern wurden ebenfalls von den Beteiligten als Globalisierung bezeichnet.Wenn sich die Beziehungen zwischen den Ländern gut entwickeln, erleichtert dies die Mobilität von Leuten, Firmen, Touristen usw.Besonderes wirken sich bilaterale Beziehungen auf den akademischen Austausch aus.

Aus dem Interview mit dem Befragten 25:

"Sometimes the relations, the diplomatic relations also play very important role for these changes and of course like I mean this is the ....we can say basic criteria for that. If our relations are good with Russia sowe will get opportunities from their side also then there the condition also depends like if Russia is doing very well of course they will generate employment and if they are not doing financially well so of course it will be reflected in our employment pattern also" (Anhang s.409).

Aus dem Interview mit dem Befragten 8 :

"I think that has to do with the as I mentioned in the ....with the changed I would say industrial requirement and also a kind of change in probably the I will not say change but a different kind of exchange as far as the Indo-German relations are concerned that the inputs and the manpower requirement has expanded because of these political realities also" (Anhang s.248).

Aus dem Interview mit dem Befragten 3:

"But at the academic level, I think what became very important also was foundations like 'Hanseidel' foundation you know, coming out almost on par with the DAAD in terms of their offers they madescholarships and research fellowships and so on, which I think has been a major factor you know. DAAD having a new passage to India so that there were also lots of opportunities to pursue research you know.And I think most of our unlike in our case, when we were tudying here, I think each and every student gets an opportunity to go to Germany, whereas in our case, 6 of the masters students in their first year masters' thing were able to go to Heidelberg. You know everyone goes." (Anhang s.200).

Die zentrale Eigenschaft von Globalisieung wurde von den Beteiligten mit dem Ausdrück 'die Welt ist ein Dorf geworden' bezeichnet. Die neuen Technologien und das Internet erleichterten den Zugang zu den Ereignisse nüberall in der Welt.TV Kanäle, Zeitungen, Magazine und Filme wurden durch das Internet erreichbar. Der Zugang zum Wissen ist nicht mehr beschränkt.

Aus dem Interview mit dem Befragten 20:

"The same again. The globalisation. Now it is almost like a global village. We are living in a global village. We can.....we can connect to anyone. We can connect to anything. So, this globalisation created this change" (Anhang s.360).

Aus dem Interview mit dem Befragten 21:

"The knowledge is with the globalization, I think the knowledge is, like if somebody wants, so you know can have access to all these materials" (Anhang s.373)

Den Beteiligten zufolge sind mit der Globalisierung die liberalen humanistischen Aussichten von einer Bildung von der Nutzlichkeittheorie besiegt worden. Das Lernen wird nicht mehr von Erkenntnisinteressen geleitet,sondern meistens von ökonomischen Interesssen gelenkt. Damit werden die Geisteswissenschaften unter der Globalisierung verfolgt.

Aus dem Interview mit dem Befragten 16:

"It is the whole thing of culture and new civilisation, a kind of more humanistic liberal view of studies now has gone. Now it is all in terms of employability, in terms of getting a job immediately.So I think that is why this change has occurred. The reason for such a change as I said because, precisely because of globalisation and because of these back offices." (Anhang s.317)

Aus dem Interview mit dem Begragten 22:

"The change is definitely economics has taken over everything. Humanities have gone down you know.So, who is interested in sitting and you know, dreaming? There be incentives, the economics have taken over sadly it has taken over everything" (Anhang s.380).

3.3.2.10 Pädagogishe Innovation

Forschung und Innovationen sind unerläßlich für die Entwicklung jedes Faches. Aus der Forschung heraus entstehen neueTheorien und Methoden, die für den Fremdsprachenunterricht erheblich sind.

Aus dem Interview mit dem Befragten 18:

"Well, one reason is that the teacher must continue to innovate; they must continue to research, they must dialogue with each other and these methods; the evolution is the methode of same attempt to improve on a daily basis is one methode of teaching a language" (Anhang s.335).

Aus dem Interview mit dem Befragten 16:

"When you go to smaller universities, you see that they are in tatters; because teachers do not want to change that because they are very set in their ways and I think the beauty of any program,

> of anything lies in innovation. When you repeat the same thing, ad infinitum, that innovation….there is no more innovation and that will lead to the death of the discipline, will lead to the complacency on the part of the teacher and that will reflect in the work in the class and students will not learn as well as they will"(Anhang s.339).

Den Beteiligten zufolge sind die pädagogischen Innovationen, die in diesem Zeitraum entstanden sind, ein wesentlicher Grund für die Veränderungen der Fremdsprachenunterrichtpraxis in Indien. Unterrichtsmethodische Neuigkeiten, die in der Vor- und Nach-Globalisierungszeit in der Praxis eingesetzt worden sind, könnte man in zwei Richtungen unterteilen. In der Vor-Globalisierungszeit waren strukturelle Ansätze wie Grammatik-Übersetzungsmethode, Direktmethode und Audio-Visuellmethode beim Fremdsprachenunterricht in Indien üblich. Lehrerzentrietheit, und Strukturierung nach grammatischer Progression waren die hauptsächlichen Eigenschaften dieser Entwicklungen. In der Nach-Globalisierungszeit sind viel mehr funktionale Ansätze wie der Kommunikativansatz und handlungsorientiertes Sprachlernen in Indien eingesetzt worden. Hauptmerkmale der funktionalen Ansätze waren die Lernerzentriertheit und die kommunikative Kompetenz.

Aus dem Interview mit dem Befragten 15:

> "When I started teaching, those were the days when the structural approaches were very much in and everyone wanted to use language labs and structural exercises and all, so audio-visual was a buzz word at that time. Then came the time when we talked about functional French - that is teaching for a specific purpose. Then, communicative came in and now we are talking about task based approaches. I just now mentioned that the methodologies have changed. Earlier, they were based on structural approaches, later was functional, communicative and now we are talking about task based methodology" (Anhang s.307).

Zusammen mit den funktionalen Ansätzen hat auch ein interkultureller Ansatz nach und nach in den Fachdiskussionen an Bedeutung gewonnen."Interkulturalität bedeutet nun das produktive Zusammentreffen der eigenen Kultur und Identität mit einer fremden" (Strzelczyk.1994, s.109)."Interkulturalität im DaF Unterricht meint deshalb deutsche Kultur gespiegelt durch die Sicht von außen. Von einem solchen dezentrierten Standpunkt aus stellt sich die Frage, was deutsche Kultur anders und unverständlich macht und betont zugleich, da fremde Kultur und Sprache immer vor dem Hintergrund der eigenen Kultur kennengelemt werden"(Strzelczyk.

1994, s.109). Durch das Kennenlernen von fremder Kultur im Hintergrund von eigener Kultur gewinnt der Fremdsprachenlernende eine Selbstreflektion über die eingene Kultur und ermöglicht damit einen bewußten und kritischen Umgang mit der eigenen kulturellen Prägung und Umgebung. NachMeinung der Beteiligten soll die Gewinnung solcher humanistischer Sicht das Hauptziel des indischen Fremdsprachenunterrichts sein.

Aus dem Interview mit dem Befragten 8:

> "There is I would not say complete ideal situation as far as intercultural competence is concerned but at least now an effort is being made to ask the student or reach out to the learner as to how things are in their culture, in their language or in their country you know, be it festivals, be it ways of living wheher young people living with their parents or aboard you know, these things at least now these books are taking the learners perception into cognisanz which was not there. Erlier it was just a one way thing. This is how it is in Germany and that is it" (Anhang s.252).

Aus dem Interview mit dem Befragten 2:

> "Well, I think the teaching of foreign languages provides you a scope because you, while teaching foreign languages you discuss ways of living and being with people in a different cultural, social, historical context. You are forced to discuss that, and that becomes the content of what you are teaching, but you are teaching it in a foreign language. So, that provides as I always feel a way to reflect on your own society as well. And I believe strongly that this is good reason for us to have foreign language teaching in India" (Anhang s.188).

Zusammen mit den interkulturellen Aspekten des Sprachlernens scheint sich auch für den Plurikulturalismus beim Fremdsprachenunterricht in Indien Resonanz gebildet zu haben.Weil Interkulturalität eineKompetenz ist, um eine Fremdkultur zu erfahren und zu analysieren, behauptet der Plurikulturalismus den Wunsch und die Fähigkeit, sich mit vielen Kulturen zu identifizieren.

> "Pluriculturality is the desire and ability to identify with several cultures, and participate in them. Interculturality is the ability to experience another culture and analyse that experience.The intercultural competence acquired from doing this helps individuals to understand cultural difference better, establish cognitive and affective links between past and future experiences of that difference, mediate between members of two (or more) social groups and their cultures, and question the assumptions of their own cultural group

and milieu. Pluriculturalism—identification with two (or more) social groups and their cultures – and interculturality—the competences for critical awareness of other cultures – may complement each other: active discovery of one or more other cultures may help learners to develop intercultural competence".(Guide for the Development and Implementation of Curricula for Plurilingual and Intercultural Education, European council,2010,1.2.1. Abs.3)

Im Falle des Französischunterrichts wird in Indien Plurikulturalismus noch starker geprägt. Beteiligte äußerten, dass Französisch nicht nur in Frankreich, sondern auch in vielen Teilen der Welt gesprochen wird, was auch im Fremdsprachenunterricht gespiegelt werden soll.

Aus dem Interview mit dem Befragten 15:

"Because nowadays, even when we learn a foreign language, I am talking mostly about French language, we have not seen French in a monocultural perspective. Earlier, we were seeing it from a monocultural perspective; that is one language, one nation. Now, we have become Francophone. So the approaches to teaching culture have changed. It is pluricultural approach" (Anhang s.314).

Aus dem Interview mit dem Befragten 16:

"I like the fact that one in terms of French studies I am saying that is also an aspect of francophone aspect of French. French does not belong only to France. French is spoken in other countries and we try to certain expose our students to those French also which is very important. Two, it is also the culture and the civilization of those countries because it is again that French does not belong only to France. And when we think of French they always think of Eiffel Tower and whatever, you know. So you have to sayFrench is also in Quebec, it is Switzerland, it is Belgium, in terms of the white population, it is Africa, it is a bit of Vietnam. So these are exciting and different areas which are very important" (Anhang s.322).

Ebenso werden von Beteiligten diese Ziele des Fremdsprachenunterrichts wahrgenommen: transkulturelle Kompetenz, sowie die Erziehung eines gebildeten, sozial handelnden Menschen, der kompetenter Gesprächspartner für den gebildeten Muttersprachler der Zielsprache sein kann.

Aus dem Interview mit dem Befragten 2:

"Apart from all other economic concerns, I think in terms of becoming a global citizens, I think, this is one of the issues before everyone in the world today, how do you use the education in order to help the people to become, develop a sense becoming a global citizens with all its duties and responsibilities apart from rights as well. So I think there the teaching of foreign languages is an extremely important component and if you look at the world and of education in that sense, then I think the teaching of a foreign language has a very good future" (Anhang s.188).

Es gibt eine Neuorientierung in Form einer mehrsprachigen Gestaltung des Fremdsprachenunterrichts in der Fremdsprachendidaktik. Für die früheren Methoden war die einsprachige Gestaltung des Unterrichts unerläßlich, und dieS prachvermittlung sollte nach diesen Methoden durch die Zielsprache stattfinden. Aktuelle Untersuchungen der Fremdsprachendidaktik unterstützen viel mehr auch die mehrsprachige Gestaltung des Unterrichts.

Aus dem Interview mit dem Befragten 1:

"Nowwe also have intercultural method and now we have pedagogies for teaching students with multiple you know 'mehrsprachig' students who know several languages so that is not simply a class in German butyou take in their language etc..." (Anhang s.182).

Aus dem Interview mit dem Befragten 3:

"For instance, in India you have multilingual students, students coming from multilingual backgrounds and multilingualism today is a very big issue in language teaching. In Europe they are grabbling with the phenomenon. In India, we had this phenomenon for a long time. How can we use these resources, multilingual resources which someway help Indians to learn languages faster? O.k, but how we can consciously and systematically bring in those abilities into our conception of language teaching, this is a very big chanllenge before us today. And research is also goiing on these fields. People are trying to understand how to do this" (Anhang s.189).

Aus dem Interview mit dem Befragten 6:

" Specially one change I have noticed, though it is not so evident when you look at the book but it talked about a lot more in recent seminars, symposium….symposia etc... is that the first language L1 should be used for teaching. Earlier one has to used to have this thing, that for

teaching no word of English no word of local language, only German in class. That approach has changed somewhat. Today you feel, no, you have to get back to L1 to be able to introduce certain language. That has changed" (Anhang s.232).

Aus dem Interview mit dem Befragten 15:

"I remember a teacher who taught me for the first time and told "forget your first language". Now we are on a different paradigm. We say "No, your language that interferes is a very important tool". There is also a conceptual change" (Anhang s.311)

3.3.2.11 Technologische Innovationen

Technologische Innovationen, die in diesem Zeitraum entstanden sind, wurden auch als ein Hauptgrund für die Veränderungen der Unterrichtspraxis bezeichnet. Beteiligten zufolge gab es drei Phasen der technologischen Entwicklung, die für den Fremdsprachenunterricht wichtig sind. Die erste kannman als nicht-elektronische Phase bezeichnen. Bis zum Ende der 70er Jahren waren nur Tafel und Kreide zugänglich für den Fremdsprachenunterricht.

Aus dem Interview mit dem Befragten 2:

"Quiet a lot. It has changed quiet a lot. When we started, all we had was a black board and chalk". (Anhang s.189).

Aus dem Interview mit dem Befragten 8:

"When we started in our department over here, we did not even had a white board. We had onlysmall black board and chalks"(Anhang s.245).

Die zweite ist die Phase der elektronischen Geräte. In den 80er Jahren sind viele elektronische Geräte zugänglich geworden. Bis zum Ende der 80er Jahren waren Tonband bzw. Kassettenrekorder, Tageslichtprojektor und Videogeräte im Gebrauch. In den 90er Jahren wurden Computer, Laptops und damit Multimedia zugänglich. Diese Phase kann man als digitale Phase bezeichnen. In der zweiten Hälfte der 90er Jahren wurde das Internet auch zugänglich.Weitere Entwicklungen innerhalb der Internettechnologien kann man in zwei Gruppen unterteilen: Web 1.0 und Web 2.0. Web 1.0 Technologien bieten dem Nutzer nur den Zugang zu den von einem Autor durch HTML-Codes produzierten und gespeicherten Informationsinhalten. Daher handelt es sich um ein eindimensionales, einseitiges

Informationsangebot. Web 2.0 Technologien dagegen ermöglichen den Benutzergruppen die Beschaffung und Teilung von Webinhalt im Internet.(Goertler 2009, s.72)

Liste der Internet Technologien

Internet-technologien	Beschreibung	Beispiele	Funktion
Kurs Management System	Einepasswortgeschützte Website für das Ablauf des Kurses	ANGEL, Blackboard, Desire2Learn, WebCT, Moodle, Sakai	Informationsteilung im Kurs; Kommunikation im Unterricht
Der Chat/ Sofortnach-richtendienst	Text-basierte synchrone Kommunikation durch Computer oder Telefone.	IM (Instant Messenger) AIM (AOL Instant Messenger) Yahoo Messenger, Skype	Für die schnelle Kommunikation von verschiedenen Orten aus.
Diskussion-Foren	Gewöhnlich eine asynchrone Kommunikation in einem Onlinebulletin.	OftTeil einer Kursmanagement-website	Entweder, um eine Frage zu posten; oder ein Feedback von anderen zu bekomen.
E-mail	Elektronische- mail	Gmail Yahoomail Rediffmail	Asynchrone Kommunikationmit anderen sowieAufteilung der Unterlagen und Dokumenten als Anlagen
Blog	Online Tagesbuchin multimedien-Format	Blogger.com Edublog.com blogspot.com	Zur Teilung der personalen Erfahrungen und Meinungen in einer gewählten oder offenen Gruppe von Lesern und die Teilung der Leserbemerkungen
Wiki	Eine Sammlung von Websiten, wo mehrere	Wikipedia.org Wikispaces.com	Mit der Unterstutzung und Zusammenarbeitvon anderen

	Autoren Webinhalt schaffen, verändern und verarbeiten		Nutzern eine Informationsquelle voneinem Thema zu beschaffen.
Soziale Netzworke	Ein Netzwerk von Websiten, durch welches die Mitglieder einer Gruppe ihre eigene Website-Gruppebildenund durch die Netzung darinmiteinander kommunizieren.	Facebook.com MySpace.com StudiVZ.de Youtube.com Teachertube.com Flickr.com Digg.com Twitter.com	Mit Freunden in Kontakt bleiben, Neue Freunde suchen und findenundInformationen teilen.
Virtuelle Realität	EinevirtuelleUmwelt, woNutzer eine Rolle annehmen und miteinander kommunizieren.	Second Life	Um Menschen zu treffen und neue virtuelle Welten zu schaffen.

(Quelle:Senta Görtler, 2009, S.76.)

Das ‘Smart-werden’ der Geräte stellt eine weitere Entwicklung dar.Die Geräte wurden nach und nach viel internet- und nutzerfreundlicher. Heute braucht man keinen Computer, weil Smartphones und Tablets den Zugang zum Internet ermöglichen. Die internetfreundlichen Geräte wie Smartphones und Ipads sind viel kleiner und überallhin tragbar. Die Unterrichtstafel ist mit den ‘Smartboards’ auch ersetzt worden.

Aus dem Interview mit dem Befragten 2:

“Quiet a lot. It has changed quiet a lot. When we started, all we had was a black board and chalk. Now we have lot of, introduction of lot of technology, technology which you can use in the class, in terms of projection facilities, first we had CD players, then we had projection facilities then we had the internet. And internet is a big introduction into that field and now there are many new challenges before us in terms of technology about how to introduce that in the classroom. For instance, all the new methods of communication thatyouhave, whether it is through the mobile phone or other devices, I think these are all areas in which need to be thought about in terms of

how you can introduce components of language teaching through these methods, games for instance, etc..” (Anhang s.189).

Aus dem Interview mit dem Befragten 7:

“We have new gadgets now. We are more digital than we ever were when I started teaching the language. And so because it has become we have smart boards and computers, even our manner of teaching has changed. What I would have probably researchedon athome how I do not know, but or was my knowledge whatever I had about Germany, now even ifI am not sure about it, I can come toclass, switch on computer and get on the net and check. So that has changed and it made me more relaxed.” (Anhang s.236).

Aus dem Interview mit dem Befragten 9:

“Oh, yes. They have changed many ways. They have changed specially because of the technologies concerned and we inJNU wereusing audio-visual technologies since 90s, 80s at least or in 70s. I was only there from 80s onwards and I saw that right upto films that everythingthat we used but right now Ithink everybody, the individuals are using more technology. Classrooms are more technological. Here something like smartboard is...is quiet an advance in language teaching. So, yes,there is far more of use technology, digital technologies and students are using all kinds of technologies all the time. So, yes, in that sense the language teaching has changed” (Anhang s. 257).

3.3.2.12 Lerhrer ausbildung

Ein geeignetes Lehrerausbildungsprogramm, besonders für den Fremdsprachenunterricht innerhalb indischer Hochschulbildung, wurde als eine Lösungstrategie von den Beteiligten vorgeschlagen. Heute mangelt es an einem effizienten Lerherausbildungsprogramm für den Fremdsprachenunterricht in Indien.

Aus dem Interview mit dem Befragten 22:

“You have you know, the teachers, our teachers do not go through any teachers training programmes in universities. That is a biggest handicap I feel.The teachers do not go across, go through any teachers’ taining in this country”. (Anhang s.385).

Aus dem Interview mit dem Befragten 29:

"We had other sections likeFrench centre conducts for school teachers training programmes but then again it is still not that organized, structured. Even the faculty programmes that they conduct refresher courses, orientation programmes actually are very let us say not focused, not pin pointed. They are vague. They do not really add up or enrich the person rather it is just technicality it has been met with" (Anhang s.449).

Aus dem Interview mit dem Befragten 17:

"What I realised is that anybody who has gone for a training whether it is a short term training or long term training to France or has the opportunity to undergo training here he or she is much more open to new things" (Anhang s.326).

3.3.2.13 Lehrerrolle

Nach Aussage der Beteiligten ist die Rolle der Lehrenden beim Fremdsprachenunterricht vor und nach der Globalisierungswende eine andere. Stukurale Ansätze, die vor der Globalisierung in der Unterrichtsprxis vorherrschten, war der lehrerzentrierte Unterricht. In der Folge war die Rolle von Lehrenden zentral für den Unterricht, und der Lehrer wurde als Hauptvermittler des Wissens angesehen. Die funktionalen Ansätze wieder Kommunikativansatz und das handlungsorientierte Sprachlernen, die nach der Globalisierungswend ein die Praxis eingang fanden,schlugen für den Lehrenden eine Rolle des Moderators bzw.'facilitator' vor. Die Schaffung einer geeigneten Lernumgebung für die Lernenden wurde nun zur Hauptaufgabe von Lehrenden.

Aus dem Interview mit dem Befragten11:

"The foreign language teacher is a facilitator who brings new ways of looking at one's own mother tongue and culture" (Anhang s.272).

Aus dem Interview mit dem Befragten 17:

"And it makes my job as a teacher that of a facilitator and much easier and also teaches me lot of things because I am not so tech savvy" (Anhang s.331).

Aus dem Interview mit dem Befragten 24:

"So the teacher has become a kind of as you pointed out also facilitator. It is not the main person providing all knowledge. Students are free to go out and seek what they want" (Anhang s.399)

3.3.2.14 Standardisierung beim Indischen Fremdspracheunterricht.

Den Beteiligten zufolge kann die Standardisierung von Fremdsprachenlernen in Indien Vorteile bringen. Sie vereinfacht den Wechsel der Lernenden zwischen verschiedenen Ausbildungseinrichtungen, weil der Grad der Sprachkenntnisse von Lernenden durch die standardisierten Bewertungsmethoden schon verifiziert worden ist. Indische Standardisierung des Fremdsprachenlernens kann, wenn sie international annerkannt werden, oder mit der vorhandenen internationalen Standardisierung gleichgestellt oder vergleichbar ist, die Mobilität der Lernenden nicht nur für die inländische Ausbildungseinrichtung, sondern auch für den Wechsel zu ausländischen Ausbildungsinstitutionen erleichteren. Dies hilft den Lernenden auch bei der Arbeitsuche,weil Unternehmer überall inder Welt erkennen können, welchen Grad der Sprachkenntnisse von einem Abschlusszertifikat bescheinigt wird. Ähnlich beschreibt der Gemeinsame Europäische Referenzrahmen (GER) die Notwendigkeit einer Standardisierung beim Fremdsprachenlernen."Es ist notwendig, das Sprachenlernen und den Sprachunterricht in den Mitgliedstaaten im Interesse einer verstärkten Mobilität, einer effektiveren internationalen Kommunikation weiter zu intensivieren, gemeinsam mit der Achtung vor Identität und kultureller Vielfalt, mit einem besseren Zugang zu Informationen, mit intensiverer Interaktion zwischen den Menschen, mit verbesserten Arbeitsbeziehungen und einem tieferen gegenseitigen Verstehen"(Gemeinsamer Europäischer Referenzrahmen. 2001,s.18).Nach GER fördert und erleichtert eine Standardisierung des Sprachlernens die Kooperation zwischen den Bildungseinrichtungen in den verschiedenen Ländern, um die gegenseitige Anerkennung der sprachlichen Qualifikationen auf eine solide Basis stellen zu können.

Aus dem Interview mit dem Befragten 15:

"First of all, I would say that standardization, in a way, will help a learner because we know that when our students go and study in France, the first question they are asked is "what is your level?". So if they have done a textbook which caters to A1, A2, B1, B2 level, they can show that as a result and then this helps in the mobility. It is in a way, because they have standardized the

levels, it is very easy for them to migrate from one place to the other because they know there is some common feature. It helps the students" (Anhang s. 313).

Aus dem Interview mit dem Befragten 29:

"The Indian scenario has been let us say not ignorant but still not that active. We have a language policy which allows to know three languages so that is helpful. But again we do not have any standardization till now. It would be nice if we could have a standard set so that mobility is there. One students whomsoever is there in the northeast for example starts learningSpanish can come to Delhi or somewhere else in India and continuing with the same course just by defining the levels. So that is helpful for the learners, because you organize every aspect of the knowledge, information in a more logical format" (Anhang s.455).

Aus dem Interview mit dem Befragten 10:

"It is, per se, a great idea, also because it eventually enables greater mobility for the learners from one institution/campus to another. In my experience, however, at least in recent years, this kind of standardization is often hard to implement and achieve in India" (Anhang s.270).

Den Beteiligten zufolge hilft Standardisierung von Fremdsprachenlernen beim Entwurf eines Curriculums. Wenn eine indische Standardisierung von Fremdsprachenlernen nicht vorhanden ist, werden amerikanische (ACTFL) oder europäische (GER) Standardisierungen bei der Curriculumsentwicklung für die Fremdsprachenkurse in Indien einbezogen.

Aus dem Interview mit dem Befragte17:

"We have framed a curriculum using the critera of CEF but it is no longer writing a post card, writing a letterbut very specific to the …. to her environment. You see one of the objectives of the Common European Framework is to help in curriculum planning and elaboration. So this has worked out. Secondly is the evaluation, the aspect of CEF. It gives very, very clear criteria how to evaluate oral, how to evaluae written and I have been following these criteria since 2005." (Anhang s.331).

Aus dem Interview mit dem Befragte 24:

"I think it is necessary. We must also implement it (GER) here because especially for foreign languages, these are the systems; these are the guidelines that are being used there. So, when our

students learn the language and they go, they would be tested on this basis. So we must definitely implement it here also".(Anhang s.406).

Gleichzeitig wurde von den Beteiligten behauptet, dass in Indien Standardisierung beim Fremdsprachenlernen fast unmöglich ist. Institutionelle Unterschiede im Bereich der Infrastruktur sind sehr groß. Beim Fremdsprachenlernen gibt es in Indien zwei Kategorien von Kursen. Reine Sprachkursen, bei denen die Sprache als ein Kommunikationsmittel unterrichtet werden, und BachelorProgramme (B.A). B.A Programme beinhalten nicht nur die Sprache, sondern auch Geschichte, Kultur, Philosophie, Literatur usw. Universitäten besitzen in Indien eine gewisse Autonomie, und damit können sie die Kurse entsprechend ihrer Zielsetzungen anbieten. Darüber hinaus fehlt noch ein Lehrerausbildungsprogramm für Fremdsprachenlehrende, die in der Hochschulbildung tätig sind.

Aus dem Interview mit der Befragten 2:

"So, I personally, do not have any problem with this (standardisation) except that we have to do it in a way that keeping in mind the difficulties in terms of infrastructure that different countries and institutions because there is difference between institutions also, pace, just imposing ….this everywhere does not always help" (Anhang s. 195).

Aus dem Interview mit dem Befragten 22:

"But for the Indian situation, first of all we do not have these very standardized practices, we do not have very standardized infrastructure facilities, so how can you actually introduce those standardization that levels because first of all you have to standardize I mean we did not have same standard from one university to another university, from DU to JNU to Jamia you will not find any standardization in terms of infrastructure also" (Anhang s.385).

Aus dem Interview mit dem Befragten 16 :

"I think we have one thing, we do not have language learning as I said per se. Language learning per sebecause ours is BA degree.. It is not ….it is not a just a thingto say A2 level, B2 level, or whateverbecause ours is also reinforced with BA degree which means that you are also have other subjects to study. So it is not just the language, it is also language, culture, civilization, history, literature, bit of translation and other optional subjects. So those are allthings which add value to our students, it is not just a language per se". (Anhang s.321).

Aus dem Interview mit dem Befragten 22:

> "You have you know, the teachers, our teachers do not go through any teachers training programmes in universities. That is a biggest handicap I feel.The teachers do not go across, go through any teachers' taining in this country.[.....] There should be, if you want to have this practice, first you have to have the teachers who are actually standardized in, certain practices should be standardized. Only then this learning process can be standardized" (Anhang s.385).

Obwohl es noch viele Schwierigkeiten und Unterschiede beim indischen Fremdsprachenlernen gibt, ist es an der Zeit, wenigstens für die reinen Sprachkurse wie COP,(Certificate of proficiency), DOP (Diploma of Proficiency) und ADOP (Advanced Diploma of Profi ciency),um standardisiert zu werden, zumindest die Minimalerwartungen.

Aus dem Interview mit dem Befragten 6:

> "It needs to do it. At some places, they are trying. There is a certain resistance I find at times that because it comes from Europe so it is not for us. Then we need to sort of do something for ourselves and have a kind of standardization. It is really difficult for us. I, for example, in this project, people come to me and tell "I have learned an advanced diploma from so and so university" and that does not tell me anything. The difference in standard is so much".(Anhang s.234).

Aus dem Interview mit dem Befragten 15:

> "Because all universities have different objectives, they have different kind of curriculum and India is vast in terms of languages, in terms of behaviour, pattern, living mode and all. So, I think, we have to see it again according to the you know, specifications of each university and all. But in general, I feel that yes, we should have some standardized pattern. But inside that pattern, there should be flexibility"(Anhang s.313).

Aus dem Interview mit dem Befragten 24:

> "I think it is necessary. We must also implement it here because especially for foreign languages, these are the systems; these are the guidelines that are being used there. So, when our students learn the language and they go, they would be tested on this basis. So we must definitely implement it here also" (Anhang s.406).

3.3.2.15 Hochschulbildung

Es wurde von den Beteiligten wahrgenommen, dass es Unklarheiten im Bereich der Zielsetzung der Hochschulbildung in Indien gibt.Hochschulbildung war in Indien besonderes bei den Geistes- und Kulturwissenschaften humanistisch verankert gewesen und hatte die Verstärkungder Demokratie undStaatenbildung zum Ziel (Kothari Kommission, 1969).Demnach war die Entwicklung eines kritische Vermögens dieAufgabe der Hochschulbildung in dem Sinne, dass die Lernenden sich in den nationalen und globalen Sphären zurechtfinden können. Nach Aloni beinhaltet die humanistische Bildung fünf Aspekte: intellektueller und kritischer Aspekt, Aspekt der sozialen Gerechtigkeit, demokratische Bürgerschaft, Kulturreichtum, und Aspekte eines Weltbürgerseins.

> "(1) An intellectual approach based on open-mindedness and broad education, autonomous and critical thinking, logical reasoning and factual evidence; (2) A moral standpoint characterized by attributing equal human worth to others, striving for social justice and peaceful neighbourliness and showing respect, fairness and consideration for others; (3) Active democratic citizenship evidenced by social responsibility and political involvement, as well as by the dispositions of pluralism, tolerance and self-restraint; (4) Cultural richness supported by active curiosity, broad intellectual horizons, experiential depth, commitment to excellence and cultural diversity; (5) Being a 'world citizen', consisting in being informed and concerned not only about one's local community and culture, but also about other cultures and about ethical and ecological issues that are of global and international concern"(Aloni 2011, s.41).

Globalisierung, ökonomisches Wachstum und zunehmende Beschäftigungschancen haben nach Aussage der Beteiligten eine negative Auswirkung auf die humanistischen Ausbildungsziele in Indien. Eine pragmatische Zielsetzung, meistens eine ökonomische,stellt die Hochschulbildung als eine Investition vor.,Wie viel kann man mit einem Kurs verdienen?' und,was ist der Marktwert des Kurses?'sind die Fragen, die bei der Auswahl der Kurse wichtig geworden sind. Diese Tendenz wurde von den Beteiligten heftig kritisiert.

Aus dem Interview mit dem Befragten 3:

> "A university is not meant to produce on a conveyer belt people have some knowledge of the language and therefore can be absorbed meaningfully in the market. That is not what a university stands for, in my mind" (Anhang s.201).

Aus dem Interview mit dem Befragten 11:

> "One generation ago, learning/education was meant to produce a holistic person who participated in building the society together. Today, with so much of globalized connectivity and many media distractions, a student's attention span is constantly reducing and instant gratification has become a norm instead of an aberration" (Anhang s.274).

Den Beteiligten zufolge soll der Fremdsprachenunterricht in Indien als ein Teil der Hochschulbildung eine ganzheitliche Bildung anbieten. Ökonomische Interessen können eine Nebenrolle einnehmen, dürften aber nie zentral für das Lernen sein.Darin liegt heute die größte Herausforderung für die Lehrenden: wie kann man die humanistischen und die pragmatischen Ziele der Ausbildung im Sprachunterricht miteinander in Einklang bringen?

Aus dem Interview mit dem Befragten 19:

> "The other reasons perhaps are deeper in the society also. People earlier thought that it is important to do at least M.A, and education and getting a higher degree was an aim in itself. But now the society has changed and people have become more pragmatic in that sense that they receive education for an important career opportunity" (Anhang s.350).

Die Beteiligten befürchten, dass die strukturellenVeränderungen z. B des Vierjährigen B.A der Delhi Universität (Four Year Undergradute Programm, nicht mehr in der Praxis) und des empfohlenenCBCS (Choice Based CreditSystems) weiter die pragmatischen Ziele der Hochschulbildung verstärken.Wenn das geschieht, so bedauern die Beteiligten, verliert Indien alles, was es bisher im Bereich des Deutschunterrichts gewonnen hat.

Aus dem Interview mit dem Befragten 1:

> But what I mean, obviously what the Ministry of Education has brought in common whatever it is the....they have these credits.... CBCS.... ya, Credit Based Choice System, which is a disaster andI hope we neverfollow it in the JNU, and if we do or if we haveto doit at some point I am glad that I will not be here,because CBCS takes away everything that we have achieved. I mean when we

come to think of it, what we managed toteach the students in literature, culture, history, language by the end of third year that will go" (Anhang s.186).

Aus dem Interview mit dem Befragten 8:

"For instance now, you haveseen, whether we wanted it or not, Delhi University has to go bu FYUP and hours were cut down, we could not even, they were cut down to 8 hours from 16 hours almost half and we could not have attained the standardized levels thatwere setwith these teaching hours. Now we have again the CBCS, choice based credit systems, whichis again we did not know any say in the matter you see the beurocracy and the administrative class is impinching these changes on us and we are just recipients and we have to make the best of what is" (Anhang s.255).

Der Markt ändert sich schneller als die Ausbildungspolitik. Fähigkeitsentwicklung kann niemals das Hauptziel der Hochschulbildung sein. Zusammen mit der Marktveränderung ändert sich der Personnelbedarf. Fähigkeiten, die heute gefragt werden, könnten morgen nicht mehr gefragt sein. Deshalb sollte die Hochschulbildung das Gemeinwohl der Nationen und der Welt erzielen.

Aus dem Interview mit dem Befragten 2:

"See, I am a person teaching at a university for a very, very long time. I believe the universities have a role to play in the welfare of a country and for that matter, the welfare of the world; they have a very important role to play. Its role cannot, their role cannot be reduced to teaching people some skills, o.k? Those skills are needed today and gone tomorrow. But what universities teach, what universities are supposed to teach, is supposed to last for a life time. O.k. and it is supposed to enable students to learn on their own and to adapt on their own, to become thinking human beings who can critically, who can be critical in their thinking which means they can also find solutions to the problems" (Anhang s.191).

3.3.2.16 Lehrstrategien

Den Beteiligten zufolge stellten die Orientierung auf eine Beschäftigung, die Abneigung gegenüber Literatur, heterogene Gruppen, Beschäftigungschancen und eine pragmatische Zielsetzung der Hochschulbildung von den Lernenden, die durch den Globalisierungsprozeß erzeugt wurden, Herausforderungen im Klassenzimmer auf. Um diese Herausforderungen zu beseitigen, wurden bestimmte Strategien von den Lehrenden eingeführt. Berufbezogene und marktgerechte Sprachkurse (Language for specific purposes) besonderes für die Wirtschaft und den Tourismsus (z.B als Wirtschaftsdeutsch) wurden von vielen Instituten zusätzlich eingeführt.

Manche Universtitäten haben berufsbezogene Sprachkurse als Wahlfächer im B.A Programm eingeführt.

Aus dem Interview mit dem Befragten 19:

"For example in my personal experience when I was teaching at Benares Hindu University, students flocked to me for a simple reason that I was the only teacher, others also were from the elderly generation and I was the junior most and I used to tell them with this perception that look, you come from such a family background where you need jobs. So, why don't you think of that and so many doing MA, M.Phil and Ph.D and you may not get a teaching opportunity because of opportunities are becoming less and less. So, why don't you think of that?So, they really thought of that and that actually made me to conduct with them, may be doing some research on how to prepare a foreign Interview, telephonic Interview andall these things and though in the curriculum what we can say something like business French, commercial French or some kind of official French was not there but still in my teaching strategy of language I have to incorporate because they used to ask me such questions. Sometimes I have to give them extra time for that. Sometimes extra courses not exactly courses but extra classes. Extra classes we have to think in the department. So that is very important change now where we have to really think of how to make our students directly employable" (Anhang s.350).

Aus dem Interview mit dem Befragten 24:

"We have changed recently our course of undergraduate studies in B.A. We have included a subject where we teach the cultural heritage not only of Russia but also of India. So the cultural heritage of India was not taught. So in this way the students are given a backgroundof the vocabulary. This was absolutely new. We were never actually expected to narrate about our own cultural heritage in Russian. So this is the change. This is the change that has taken place. It is an absolutely new course about two years away and we are still you know, preparing it, revising it also" (Anhang s.400).

Um die Interessen der Lernenden an Literatur zu gewinnen, wurden als alternative Strategie Kurzgeschichten, die auch für die Lebenswelt der Lernenden von Bedeutung sind, ausgewählt und im Unterricht bearbeitet. Nachdem sich die Lernenden mit derGeschichte beschäftigt haben,werden Nacherzählungen der Geschichteals Kommunikationsübung gefordert. Den Beteiligten zufolge lernt man durch diesen Prozeß die Sprache und gewinnt auch Interesse an Literatur.

Aus dem Interview mit dem Befragten 3:

"I followed Heinrich and I said I am not goint to stick to this textbook only I am going to make them read. Because story is…. has something to tell you. And you have to then you get involved immediately. As students you get, as a reader you get involve in the narrative very important. And then slowly side by side you learn the language also.You know, you are the part of the narrative, you know what the writer is trying to tell you. You try and reconstruct that. So, Nacherzählung of a shortstory, very important exercise to my mind" (Anhang s.205).

Durch den Einsatz von digitalen Medien versuchen die Lehrenden, den Unterricht handlungsorientiert und interaktiv zu gestalten. Lernende haben auch die Möglichkeit, durch die Onlinekurse zu lernen.

3.3.2.17 Curriculum

Den Beteiligten zufolge ist das Fremdsprachencurriculum fünfjährlich neu aufgebaut worden. Das Fremdsprachencurriculum schwankt heute zwischen einer pragmatischen und einer humanistischen Zielsetzung. Die Zahl der Lernenden, die eine Fremdsprache lernen wollen, wächst stetig. Die Bewerberzahl bleibt immer sehr hoch.

Aus dem Interview mit dem Befragten 2:

"We do not have any shortage of students. Thousands of students apply for these places in the universities; we do not ever have any seat which goes vacant. Thousands who apply, thousands and thousands actually you know.The numbers are not going down" (Anhang s.190).

Aus dem Interiview mit dem Befragten 8:

"We can not meet that demand. We have so many applicants and seats are not in proportion to the kind of demand that there is for seats in German" (Anhang s.249).

Aus dem Interview mit dem Befragten 6:

"Definitely, there is a market....there is a demand so, people come. Why do we have such a rush over here in Max Muller Bhavan for example, language learners? Because they think that if they do something over here, they go out and get a job. Everybody is looking to employ themselves" (Anhang s.230).

Sprachinstitute wie der Max Müller Bhavan reagierten auf diese Zunahme mit Onlineangeboten, sowie einer gekürzten Dauer von Kursen (z.B wurde im Max Müller Bhavan Delhi das ein semestrige Programmauf 12 Wochen gekürzt). In Bezug auf Beschäftigungschancen stellt das

MMB Programm nur eine zusätzliche Qualifikation dar. Sprachkurse wie Zerifikate, Diploma und Advanciertes Diploma, die von den Universitäten angeboten werden, gelten auch als zusätzliche Qualifikation. Im Bachelor Programm ist die Situation anders.Multinationale Firmen erwarten heute Bachelor Degree und Fremdsprachenkenntnisse als Mindestqualifikation für eine Einstellung. Das Bachelor Programm bietet ein Bachelor Degree und Sprachkentnisse gleichzeitig. Nach drei Jahren sind die Lernenden also bereit für eine Beschäftigung. Die meisten Lernenden bewerben sich für das Bachelor Programmmit diesem Ziel. Das Bachelor Programm in den Universitäten ist kein reiner Sprachkurs. Das Curriculum richtet sich hier nach humanistischen Zielen,und nicht unbedingt nach dem Marktbedarf. Damit entsteht dasDilemma, dass dieLerninteressen der Lernenden und die Lernziele des Kurses nicht identisch sind. Meistens wurden die humanistischen Lernziele des Bachelor Programms durch den Literatureunterricht erreicht. Lernende sind sich bewußt, dass die Literaturkenntnisse vom Markt nicht gefragt werden. Sie interessieren sich viel mehr für das marktgerechte Bachelor Programm, woraus eine gewisse Abneigung zum Studieren von Literatur erfolgt.

Aus dem Interview mit dem Befragten 3:

> “I find that, that is where my disappointment lies, because I think there is an inherent ‘Abneigung’, kind of almost abhorrence towards reading literature in German” (Anhang s.198).

Aus dem Interview mit dem Befragten 1:

> ”Once they come into the second year and they have to study literature, now we had groups which have said that no, it is not relevant to us because after all we are going to other things. Then we tell them, we have to tell them that you are at a university and you are getting a B.A degree, now the B.A. degree cannot be simply for language learning, you go somewhere else if you only want to learn language. So, B.A degree you have to have more than just language learning. So, then the challenge for us is to make them interested, they may not be interested to start off with so the challenge is to make them interested with” (Anhang s.183).

Von dem Problem der Abneigung gegen Literatur wurde auch aus Deutschland berichtet. Lernende interessieren sich nicht für die klassische Literatur, weil sie diese nicht mehr relevant finden.

Aus dem Interview mit dem Befragten 3:

> "My colleagues from German University, they say the same thing. They say, we are having a huge problem that people on the one hand lack or not reading very passionately or they are not willing to read anymore and therefore, the interest in classical texts has completely….completely gone. They do it because they have to do it you know" (Anhang s.208).

Den Beteiligten zufolge liegt die größte Aufgabe des Lehrenden heute darin, wie man Motivation zum Studieren von Literatur gewinnen kann. Früher wurde das Literaturlernen einfach angenommen. Heute wollen Lernende des BA Studiums aber keine Literatur.

Aus dem Interview mit dem Befragte 1:

> "So, then the challenge for us is to make them interested, they may not be interested to start off with so the challenge is to make them interested with. So, it is more challenging now teaching is more challenging so you have to consciously think of how you can you make the students interested. Earlier you took the interest for granted because when they came they knew that they wanted to do a BA. Now you have to make them interested"(Anhang s.183).

Den Beteiligten zufolge sind die bisherigen Versuche nicht genug.Universitäten und Sprachinstitute kämpfen um dieses Dilemma zwischen der pragmatische Zielsetzung der Hochschulbildung einerseits, die auch von Globalisierungs- und Wissensökonomie debatten verstärkt werden, und humanistischen Zielen der Bildung andererseits zu beseitigen.

Aus dem Interview mit dem Befragten 11:

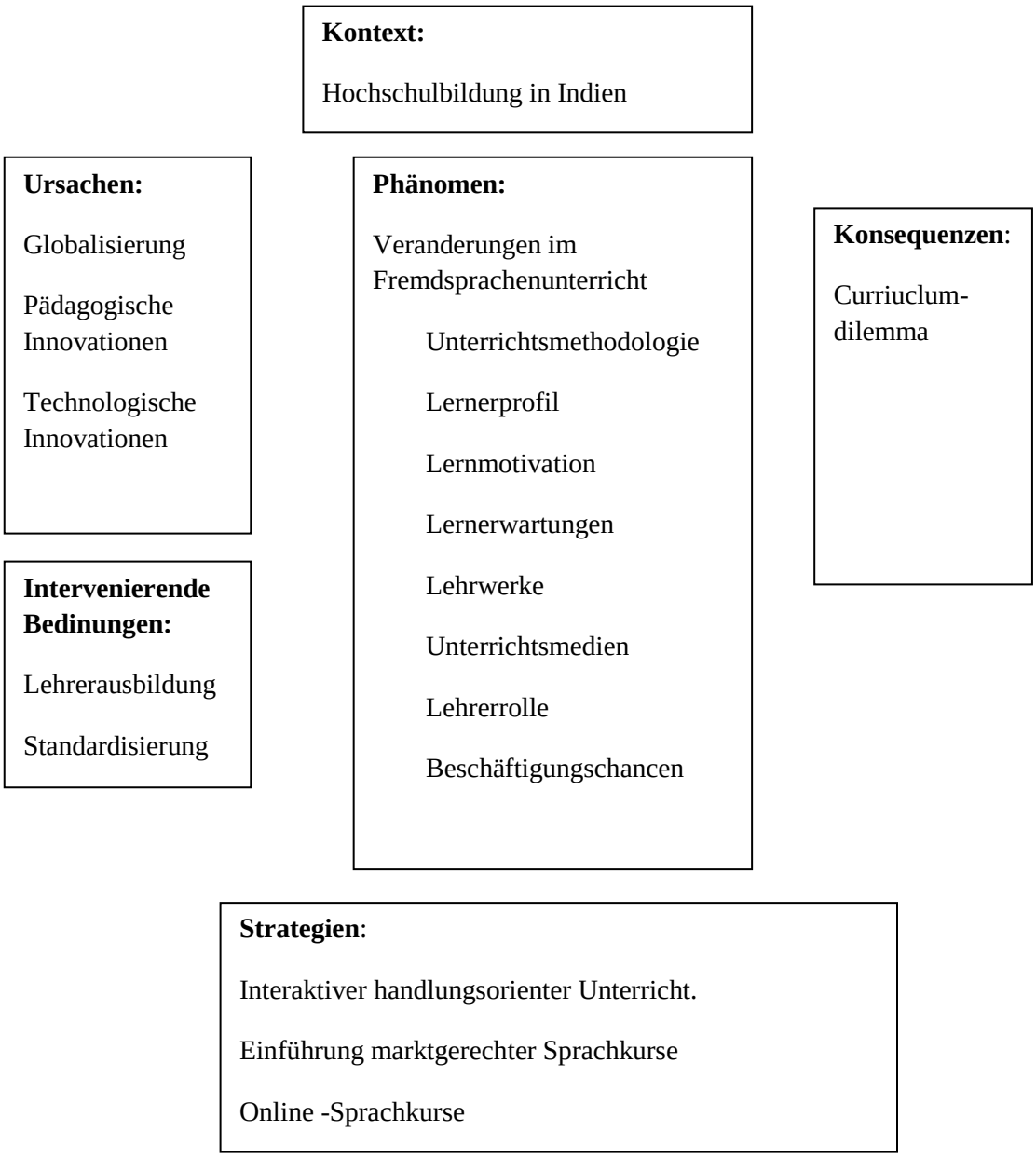
> "The demand for foreign language skills are aplenty at present but in a very market-driven, utilitarian way. What the enthusiastic and impatient learner need to understand is that, even to achieve a decent mastery over the "utilitarian" language skills, one has to go through the time-tested traditional way of reading a variety of genres and topics in the foreign language to gain a sound language-structural and also cultural understanding of communication. Our universities and language institutes are struggling to meet these apparently contradictory demands and have so far been moderately successful" (Anhang s.277).

3.4 Das axialeKodieren

Axiales Kodieren stellt nach der Grounded Theorie Achsenkategorien in ihren Verbindungen und Unterordnungen vor. Eine visuelle Darstellug des axialen Kodierens behandelt das

Phänomen, Ursachen, Kontext,Strategien, Konsequenzen und intervenierende Faktoren. Das Phänomen meint hier die Kernkategorie, ‚Veränderungen im Fremdsprachenunterricht' auf die alle anderen Kategorien sich beziehen. Die visuelle Darstellung erklärt die Verbindungen und Unterordnungen von Kategorien wie folgend:

Visuelle Darstellung von axialem Kodieren



3.5 Rekonstruktion von Globalisierungsauswirkungen beim Fremdsprachenunterricht in Indien

Der Analyse der vorhandenen dreißig Interviews identifizierte anhand der Grounded Theorie durch ihr offenes, axiales und selektives Kodieren die ‚Globalisierungsauswirkungen auf den Fremdsprachenunterricht in Indien' als die Kernkategorie. Axiale Kategorien gehören zu dieser Kernkategorie; die Verbindungen und Unterordnungen zwischen der Kernkategorie und den axialen Kategorien ermöglichen die Rekonstruktion des vorliegenden Forschungsgegenstandes, also der Globalsierungsauswirkungen beim Fremdsprachenunterrichtin Indien. Die axiale Kategorie Hochschulbildung wirkt als der Kontext.Sie erlaubt die hochschulbildungsbezogenen Auswirkungen auf den Fremdsprachenunterricht wie Massifizierung, Privatisierung, die Eigennutz-Gemeinnutz-Debatte, Kommoditization, Standardisierung und Einsatz von Information und Kommunikationstechnologie, im Globalisierungs- und Wissensökonomie diskurs zu analysieren. Enormes Wachstum der Bewerberzahl bei Fremdsprachenkursen seit Beginn der Globalisierungspolitik in Indien kann man als Massifikation bezeichnen. Aber diese Massifizierung erfolgte nicht wegen der Bildungspolitik sondern bezeichnet viel mehr eine Gegenwirkung zum steigenden fremdsprachlichen Personalbedarf der IT-offshore Dienstleistungsindustrie, des Tourismus usw. Durch die Privatisierungspolitik der Hochschulbildung wurde es möglich, dass viele Privatuniversitäten und private Institutionen Fremdsprachenunterricht anbieten. Damit kann es zusammenhängen, dass der Beitrag von öffentlichen Universitäten im Bereich des Fremdsprachenunterrichts statisch bleibt.

Nach der Globalisierungspolitik Indiens verzeichnete der Fremdsprachenunterricht nach und nach Veränderungen bei der Unterrichtsmethodologie, dem Lernerprofil, der Lernmotivation, den Lernererwartungen, den Lehrwerken und Unterrichtsmedien,der Lehrerrollesowie bei den Beschäftigungschancen. Nach der Globalisierung wurde der Fremdsprachenunterricht hauptsächlich interaktiv und handlungsorientiert gestaltet. Lerner sind heute viel heterogener, und technik sicherer geworden. Wissensökonomiedebatten verzeichnen Auswirkungen auf Lernmotivation und Lernerwartungen von Fremdsprachenlernenden, die sich eine Bildung wünschen, die in eine Beschäftigung führen soll. Lernmotivation von Fremdsprachenlernenden in Indien richtet sich nach dem Personalbedarf vom Markt. Den Beteiligten des Interviews zufolge lernen die Studenten eine Fremdsprache, um eine Arbeit zu bekommen. Der Lerner

heute erwartet, die Sprache schnell zu lernen, und interessiert sich viel mehr für das Sprechen selbst. Eine Art des schnellen Lernens kann man bei der Verkürzung der Kursdauer des MaxMüller Bhavans verzeichnen. Die Kurse dauern dort heute nur noch drei Monate. Lernende interessieren sich nicht mehr für das ganzheitliches Lernen von Fremdsprachen, d.h sie interessieren sich nicht für die Literatur, Philosophie und Kultur der Fremdsprache. Lernende fokussieren sich auf die kommunikativen Aspekte der Sprache und zeigen gewisse Abneigung zum Literaturlesen. Ein starker Einfluss von Informations- und Kommunikationstechnologien sind bei den Lehrwerken von Fremdsprachenunterricht bemerkbar. Die Lehrwerke sind heute kommunikativer und handlungsorientierter, digital-freundlich gestaltet. Jedes zweite oder dritte Jahr werden eue Lehrwerke in den Sprachunterricht eingeführt. Zu den Unterrichtsmedien gehören auch Smartphones und interaktive Tafeln. Der Einsatz von digitalen Medien verstärkt die Rolle von Lehrenden als Facilitator.

Hauptsächliche Gründe für diese Veränderungen der Fremdsprachenunterrichtspraxis sind die Globalisierungspolitik, pädagogischen Innovationen und die technologischen Innovationen, die in diesemZeitraum entstanden sind. Der Globalisierungsprozess beinhaltet eine Markteröffnung, und damit eine Verbesserung von bilateralen Beziehungen zwischen Indien und andere Nationen. Es erfolgte ein enormes Wachstum der Beschäftigungschancen für Fremdsprachenexpertenbei der IT-offshore Dienstleistungsindustrie. Durch die pädagogischen Innovationen wurden die Lehrwerke und die Unterrichtsmethodologien beeinflusst und neue Methoden wurden in der Praxis eingesetzt. Internetfreundliche Kleingeräte wie Smartphones und Tablets haben den Zugang zum Internet drastisch vereinfacht. Interaktive Tafeln im Klassenzimmer verbesserten die interaktive Gestaltung des Sprachunterrichts. Technologische Innovationenmachten die Welt zu einem Dorf, in dem alles per Fingerklick erreichbar wurde.

Private Institutionen wie der MaxMüller Bhavan und Universitäten unterscheiden in den Sprachlehrstrategien im Globalisierungszeitalter. Verkürzung der Kursdauer,Verstärkung des Medieneinsatzes und das Angebot von Onlinekursengehören zu den Strategien der MaxMüller Bahvans. Sprachkurse der MaxMüller Bhavans sind nur eine zusätzliche Qualifiktion für eine Beschäftigung in Indien. Eine wichtige Lehrstrategie der Universitäten in Bezug auf den Fremdsprachenunterricht war das Anbieten von marktgerechten Kursen, zusammen mit

traditionellen Sprachkursen. Besonderes für die Wirtschaft und den Tourismus wurden spezielle Sprachkursen angeboten. Manchmal wurden marktgerechte Kurse auch als zusätzliche Wahlfächer innerhalb der traditionellen B.A Programme eingeführt.

Aus dem Interview mit dem Befragten 24:

> "We have changed recently our course of undergraduate studies in B.A. We have included a subject where we teach the cultural heritage not only of Russia but also of India. So the cultural heritage of India was not taught. So in this way the students are given a backgroundof the vocabulary. This was absolutely new. We were never actually expected to narrate about our own cultural heritage in Russian. So this is the change. This is the change that has taken place. It is an absolutely new course about two years away and we are still you know, preparing it, revising it also". (Anhang s.400).

Die Abneigung gegenüber dem Literaturlesen und stattdessen die Nachfrage nach auf Beschäftigung orientiertem Sprachlernen bei gleichzeitig einem literaturbasierten Curriculum der B.A Kurse bereiteten ernsthafte Lern- und Lehrschwierigkeiten beim indischen Fremdsprachenunterricht. Konsequenz war das Curriculumsdilemma zwischen marktgerechtem Lernen einerseits, und literaturbasisertem Hauptcurriculum beim indischen Fremdsprachenunterricht. Man kann abschließend sagen, dass der Globalisierungsprozeß und die Beschäftigungschancen der IT-offshore Dienstleistungsindustrie große Auswirkungen auf den indischen Fremdsprachenunterricht haben. In Bezug auf Hochschulbildung im Zeitalter der Globalisierung besonderes im Bereich des Fremdspracheunterrichts wurde es äußerst wichtig, die pragmatischen und die humanistischen Ziele der Bildung beim Fremdsprachenunterricht auszubalanzieren.

3.6 Ist 'Transkulturalität'ein Ausweg?

Das humanistische Ausbildungsziel des bisherigen Fremdsprachenlernens wurde im Konzept der interkulturellen Kompetenz beibehalten. Das Lernen von Literatur stellt den Kern des traditionllen Dreijährigen Bachelorprogramms dar, um interkulturelle Kompentez zu gelangen. Dies bedeutete, dass vom zweiten Jahr des Kurses an das Lernenviel mehr auf die Literatur, und dabei besonderes auf die kanonische Literatur, fokussiert wird. In diesem Model wird auch angenommen, dass das Bachelorprogramm eine Vorbereitungauf zukünftige Forschungbesonderes im Bereich der Literatur ist.

Aus dem Interview mit dem Befragte 3:

> "So I have learnt from all these methods and in JNU when I am teaching..... in JNU when Ido the 1st year teaching, I presume that students will go on to doing theirmasters whether it is in translation studies or literary studies" (Anhang s.19).

Globale Tendenzen beim Fremdsprachenunterricht wie von der amerikanischen Untersuchung bezeichnet (MLA Bericht 2007) zeigen, dass nur 6% der Lernenden, die einen drei jährigen Fremdsprachenkurs angemeldet haben, diese Gründe angeben. Aber auch wenn diese 6% auch für den indischen Fremdsprachenunterricht zutreffen, heißt das, dass dennoch 94% der Lernenden nicht forschungsorientiert sind, d.h,sie lernen die Sprache wegen anderer Gründe.

> "Only 6.1% of college graduates whose first major is foreign languages go on to attain a doctoral degree (Natl. Science Foundation); for those students and for others who enjoy literary studies, one path to the major should be through literature". (MLA Report 2007).

Literaturlernen kann zu Kulturkompetenz führen. Literatur ist ein Weg, sogar ein bedeutungsvoller, aber ist sie der Einzige? Diese Überlegungen nehmen an Bedeutung für den indischen Fremdsprachenunterricht zu, weil die Lernenden eine starke Abneigung gegenüber dem Literaturlernen zeigen. Heute in Indien wird ein erweitertes Konzept von Kulturkompetenz gebraucht.

Nach Keller kann man die Kulturalität in drei Ebenen unterscheiden. Containerkulturen bezeichnen Homogenität nach Innnen, diese Kulturen wirken im Vergleich zur anderen Kulturen als verschieden. Interkulturalität entsteht aus interkulturellen Beziehungen. Interkulturalität nimmt eine andere Kultur als unterschiedlich von der eigenen Identität wahr und bringt Offenheit, Verständnis und Toleranz gegenüber der anderen Kulturen mit. Man kann zu einem Verständnis kommen, aber nicht zu einem Umfassen der verschiedenen Kulturen. Transkulturalität enthält, die Kulturen nicht nur zu beschreiben und zu bereisen, sondern sie auch lebensmäßig zu umfassen (Keller 2012, s.120). Unter dem Begriff'interkulturelle Kompetenz' versteht man die Kompetenz von Lernenden, eine fremde Kultur zu erfahren und zu analysieren, und dadurch eine Selbstreflektion über die eigene Kultur zu gewinnen. Globalisierungs kontexte verlangen nicht nur das Erfahren und Analysierenvon fremden Kulturen, sondern auch eine Kompetenz, den fremden Kulturen zu begegnen und Ereignisse nicht nur von der eigenen

kulturellen Perspektive aus, sondern auch aus der Perspektive der Fremden wahrzunehmen. Einreisemöglichkeiten, Beschäftigungschancen überall auf der Welt, und die internationale Mitarbeiterschaft bei vielen multinationalen Firmen verlangt nicht mehr nur Interkulturalität, sondern heute umso mehr eine transkulturelle Kompetenz. Der *Europäische Referenzrahmen für Sprachen* zielt mit seinem handlungsorientierten Ansatz bewusst auf die Ausbildung eines sozial handelnden Lerners im Sinne der interkulturellen Kompetenz (GeR; Council of Europe, 2001). Entspreched differenziert der GeR zwischen Wissenskompetenz, Lernkompetenz, Handlungskompetenz und Persönlichkeitskompetenz, und rückt in seinen Kann-Beschreibungen kommunikative Aufgaben in den Mittelpunkt, die Sprachverwendenden und Sprachlernenden als sozial Handelnde einer Gesellschaft bewältigen müssen.

> "Als sozial Handelnder geht jeder Mensch Beziehungen mit einem sich ständig erweiternden Geflecht überlappender sozialer Gruppen ein, was insgesamt seine "Identität" definiert. In einem interkulturellen Ansatz ist es ein zentrales Ziel fremdsprachlicher Bildung, eine günstige Entwicklung der gesamten Persönlichkeit des Lernenden und seines Identitätsgefühls als Reaktion auf die bereichernde Erfahrung des Andersseins anderer Sprachen und Kulturen zu fördern". (Council of Europe, 2001, 1.1. Abs. 4)

Der Bericht von 'MLA Ad Hoc Committee on Foriegn Languages' (2007) empfiehlt die transkulturelle Kompetenz als eine Kompetenz, die nötig ist, um innerhalb mehrerer Sprachen und Kulturen erfolgreich funktionieren zu können. Nach dem MLA Bericht ist transkultureller Fremdsprachenunterricht bestrebt, die Lernenden als gebildete Gesprächspartner für gebildete Muttersprachler der Zielsprache auszubilden. Es wird vonden Lernenden die Kompetenz erwartet, dass sie nicht nur aus der eigenen, sondern auch aus der Perspktive einer fremden Kultur die Welt wahrzunehmen lernen.

> "The idea of translingual and transcultural competence….in contrast, places value on the ability to operate between languages. Students are educated to function as informed and capable interlocutors with educated native speakers in the target language. They are also trained to reflect on the world and themselves through the lens of another language and culture".MLA Report 2007).

Nach Seidl ist das Ziel der transkulturellne Kompetenz nicht nur eine Fremdperspektive für eigene Situationen zu gewinnen, sondern ob es gelingt, ein Selbstbewusstsein im Sinne eines ‘Fremden Insiders’ in einer fremden Kultur zu entwickeln.

> “The aim of transcultural competence is not only to give learners an outsider's perspective on their own personal situation but also to give them confidence as a 'foreign' insider in another culture. It is not de sirable to encourage learners to emulate the culture of the foreign language they learn, but they should be encouraged constantly to move from one point ofview to the other”(Seidl 1998,s.108).

Der MLA Bericht (2007) schlägt nach einer Untersuchung des U.S.amerikanischen Fremdsprachenunterrichts ‘transkulturelle Kompetenz’ als den Ausweg für das Curriculumdilemma vor. Nach dem MLABericht wird die Rolle von Literatur als des einzigen Weges, um kulturelle Kompetenz zu erreichen, überbetont; er beschränkt das Fremdsprachencurriculum und trennt es vom Literaturcurriculum. Diese Trennung zwischen Literaturcurriculum und Sprachcurriculumkann man in Indien bei dem Fremdsprachenangebot von Universitäten und Sprachinstituten wahrnehmen.

> “The standard configuration of university foreign language curricula, in which a two- or three-year language sequence feeds into a set of core courses primarily focused on canonical literature, also represents a narrow model. This configuration defines both the curriculum and the governance structure of language departments and creates a division between the language curriculum and the literature curriculum and between tenure-track literature professors and language instructors in non-tenure-track positions.”(MLA Report,2007)

Sprachangebote von privaten Sprachinstituten berücksichtigen den instrumentalen Aspekt der Sprache. Hier wird die Sprache sehr oft als reines Kommunikationsmittel wahrgenommen. Dagegen betonen die Sprachkurse von Universitäten den kulturellen Aspekt der Fremdsprache. Kulturkenntnisse und linguistische Kompetenz sindebenso wichtig für das Fremdsprachenlernen. Die Dichotomie zwischen den Sprachangeboten von Sprachinstituten und Universitäten verursachen Verwirrungen für den indischen Fremdsprachenlernenden. Nach dem MLA Bericht ermöglicht die Zielsetzung von transkultureller Kompetenz beim Fremdsprachenunterricht ein

erweitertes kohärentes Curriculum,worin die Sprache, Kultur und Literatur als eine fortführende Ganzheit dargestellt werden.

> "Many factors in the world today make advanced study of languages and cultures appealing to students and vital to society. Replacing the two-tiered language-literature structure with a broader and more coherent curriculum in which language, culture, and literature are taught as a continuous whole, supported by alliances with other departments and expressed through interdisciplinary courses, will reinvigorate language departments as valuable academic units central to the humanities and to the missions of institutions of higher learning" (MLA Report,2007).

Trankulturelle Kompetenz als die Zielsetzung des Fremdsprachenunterrichts verstärkt nicht nur das humanistische Lernen, sondern ermöglicht es, die jeweiligen kulturellen Erzählformen auch in das Curriculum zu integrieren. In diesem Zusammenhang definiert der MLA Bericht die transkulturelle Kompetenz als die Fähigkeit eines Individiums, die kulturellen Erzählungsformen jeder Art zu verstehen und anlysieren.

> "One possible model defines transcultural understanding as the ability to comprehend and analyze the cultural narratives that appear in every kind of expressive form—from essays, fiction, poetry, drama, journalism, humor, advertising, political rhetoric, and legal documents to performance, visual forms, and music" (MLA Report 2007).

Die Vorteile für den indischen Fremdsprachenunterricht durch die Integration der transkulturellen Kompetenz in seine Zielsetzung sind dreifach. Erstens ermöglicht dies den Lernenden, das, was sie lernen wollen, bereits in der Zielsprache zu lernen. Zweitens wird dadurch die Kluft zwischen Sprachcurriculum und Literaturcurriculum zu einer fortführenden Ganzheit von Sprache, Kultur und Literatur geschlossen. Drittens verstärkt der Fremdsprachenunterricht somit humanistische Lernziele.Die Vorteile für die Universitäten sind, dass die Universitäten unproblematisch mit einem auf humanistischem Lernen basierenden Sprachprogramm arbeiten können, und dass dabei die Lernenden nicht mehr zur Literatur gezwungen werden, sondern dass sie stattdessen als Wahlfächer lernen können, was sie wirklich wollen. Tourismus, Wirtschaft, Musik, Medien, Politische Rede, Filme und vieles mehr könnte als Wahlfächer oder Kernfächer Teil des Curriculums sein.Die Hauptaufgabe der Lehrenden wird dann darin bestehen ,die intellektuell provokativen kulturellen Erzählformen in jedem Bereich zu finden und imUnterricht auf kritischeArt einzuführen. Transkulturelle Kompetenz als

eine Zielsetzung bringt die notwendige globale Orientierung in die Hochschulbildungspolitik Indiens,die bisher nurnational ausgerichtet ist. Den Beteiligten zufolge kann die globale Orientierung des indischen Fremdsprachenunterrichts am besten dieZufkunft des Faches sichern.

Aus dem Interview mit dem Befragten 2:

> "Apart from all other economic concerns, I think in terms of becoming a global citizens, I think, this is one of the issues before everyone in the world today, how do you use the education in order to help the people to become, develop a sense becoming a global citizens with all its duties and responsibilities apart from rights as well. So I think there the teaching of foreign languages is an extremely important component and if you look at the world and of education in that sense, then I think the teaching of a foreign language has a very good future" (Anhang s.9).

Schluss

In diesem Kapitel wurde versucht, die Veränderungen beim Fremdsprachenunterricht, die nach dem Einsetzen der Globalisierungspolitik Indiens entstanden sind, wahrzunehmen. Durch die semistrukturierte Interviews gewonnenen Daten wurde gemäß des systematischen Designs der Grounded Theorie analysiert .Die Analyse erweist, dass die Auswirkungen der Globalisierung und IT-offshore-Dienstleistungsindustrie auf den indischen Fremdsprachenunterricht sehr groß sind. Unterrichtsmethodologien folgten der kommunikativen und handlungsorienterten Unterrichtspraxis. Der Einfluss von Beschäftigungschancen der IT-Dienstleistungsindustrie auf die Lernmotivation und Lernerwartungen von Fremdsprachenlernenden ist sehr stark. Die meisten schreiben sich für das B.A Programm ein, um später eine Arbeit bei eine rmultinationalen Firma zu bekommen.Heute interessieren sich die meisten nicht mehr für das Literaturlernen. Informations- und Kommunikationstechnologien beeinflussen auf zwei Ebenen diesen Prozess:Um Interaktion während des Unterrichts zu steigern, werden digitale Medien eingesetzt. Die technologische Entwicklung ermöglicht es den Lernenden heute, auch durch das Smartphone im Internet Lernmaterial zu suchen, und selbstständig zu lernen. Diese Veränderungen nach Einsetzen der Globalisierung verursachten ein Curriculumsdilemma, weil das B.A Curriculum in Indien einen Schwerpunkt auf Literatur legte. Um dieses Dilemma zu beseitigen, wurde statt einer interkulturellen Kompetenz die transkulturelle Kompetenz für das

humanistische Bildungsziel vorgeschlagen. Transkulturelle Kompetenz als Bildungsziel ermöglicht es den Lernenden, eigenen Interesssen beim Sprachlernen zu folgen. Gleichzeitig ermöglicht transkulturelle Kompetenz die notwendige globale Orientierung innerhalb der indischen Hochschulausbildung. Sie erlaubt den Lehrenden, interlektuell provokative Erzählsformen jeder Art zu finden und in den Unterricht einzuführen. Transkulturelle Kompetenz befähigt die Lernenden, überall in der Welt Beschäftigung anzunehmen und dabei kulturelle Unterschiede um zu erfassen.

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Fazit

Die Arbeit behandelte die Auswirkung der Globalisierung und der IT-Offshore Deinstleistungsindustrie auf den Deutsch als Fremdpracheunterricht in Indien. Globalisierung als ein Prozess ist keinesfalls ein neues Phänomen. Das Neue am Globalisierungsprozess der 1990er Jahren ist das Ausmaß, in welchem die Regierungen den internationalen Handel durch ihre Liberalisierungspolitik sowie durch bilaterale und multilaterale Verträge fördern. Heute versteht man unter dem Begriff 'Globalisierung' die weltweite Vernetzung von Őkonomien, Industrien, Märkten, Kulturen und Politik. Die kausalen Erklärungen der wirtschaftlichen Globalisierung beziehen sich auf den klassischen Liberalismus der zweite Hälfte des 19. Jahrhunderts und auf den Neoliberalismus.Die Grundelemente der neoliberalen Anschauung sind die Arbeitsteilung und ein Menschenbild, das von Individualismus und rationalem Verhalten ausgeht. Weitere Elemente stellen die individuelle Freiheit, die Wahlfreiheit und die Tauschfreiheit unter den Bedingungen von Wettbewerb und Konkurrenz dar (Keller 2009 s.57).. Die Arbeitsteilung und die Kostenvorteile ermutigten Firmen, bisher eher national geprägt waren, transnational zu werden. Transnationale Firmen beschleunigten den Prozess des weltweite Handels, der Produktion und der Finanzen. Der Schätzung der UNCTAD zufolge lag die Zahl an multinationalen Unternehmen im Jahr 1970 bei 7000. Bis zum Jahr 2009 ist diese Zahl um das Elffache gestiegen und liegt seitdem bei 82000 (World Investment Indicators 2009,s.21).

Einerseits fokussiert die wissenschaftliche Debatte über Globalisierungsprozess ein Bezug auf die Kultur Tendenzen kultureller Vereinheitlichung durch die westlicher Medienmacht. Andererseits bewirken die paradoxen Effekte dieser Homogenisierungstendenzen klare 'Indigenization-' oder Our-Way-Strategien im Umgang mit der Globalisierung. Die Entgrenzung sozialer Räume, die Reflexion von Lokalität und Globalität, das Zusammenschrumpfen von Zeit und Raum und das Bewußtheit von Globalität können als der gemeinsame Nenner von kultureller Globalisierung gelten. Eine 'time-space distanciation'(Giddens, 1990.s.64) erfolgt, wenn die soziale Beziehungen, die in lokalen interaktiven Kontexten eingebettet waren, unabhänging werden und in einer unbegrenzten Raum-Zeitspanne restrukturiert werden. Die time-space compression" (Harvey 1990,s.240) zielt sowohl auf kürzere Zeiten wie auch auf ein Schrumpfen räumlicher Entfernungen ab. Dies geht

bis zu dem Punkt, an dem die verkürzte Zeit den Raum vernichtet.Die kulturelle Globalisierung umfasst sowohl die materiellen Veränderungen, die objektiv sind, sowie das subjektive Bewußtsein von Globalität und ihrem Wandel.(Robertson 1992, s.8)..

Das, was in einem Nationalstaat zusammengefügt war, strebt im Zeitalter der Globalisierung auseinander. Nationalstaatliche Identitäten als Machtcontainer (Beck 1997, s. 49) spiegelten nach innen eine Homogenität wider, die durch Faktoren wie Wirtschaft, Sprache, Literatur, Öffentlichkeit und Geschichte getragen wird. Staaten als Container grenzten sich nach außen gegenüber anderen Staaten ab.Um die Wettbewerbpolitik effektiv zu fördern, gründenStaaten regionale Gruppen (SAARC) und pan-regionale Verbindungen(wie die Europäische Gemeinschaft). Durch die ZunehmendeLiberalisierung, Privatisierung und Globalisierung wurde das Licenzraj in Indien 1991 abgeschafft. Privatinvestitionen und Privatunternehmen wurden möglichst in allen Bereichen der Wirtschaft erlaubt. Diese Wirtschaftspolitk trug zum ökonomisches Wachstum bei; das durchnittliche Einkommen pro Kopfstieg von 1146 USD (1991) auf 6104 USD (2015) an. (World Bank Data,GDP Per Capita PPP).

Die Forschungsdebatte über die Globaliserung lässt sich allgemein in drei Gruppen unterteilen: eine radikale, eine mässige und eine skeptische Richtung. Radikale Vertretungen der Globalisierung stellen die Globalisierung als eine neue Wende dar, die, von Neoliberalismus und neuen Technologien gestützt, zu einer Homogenisierung der Kulturen führt und sich zu einer globalen Kultur zusammenfügt. Moderate Meinungen gehen davon aus, dass die Globalisierung ein widersprüchlicher historischer Prozess ist, der in der post-industsriellen Gesellschaft zu einer Hybridisierung der Kulturen führt. Für Skeptiker gibt es nichts Neues im Prozess der Globalisierung; die Globalisierung wird als Mythos verstanden, der durch das Interesse westlicher Staaten entstand. Letzendlich, so diese Ansicht, wird die Internationalisierung zu einer Fragmentierung und einem Zusammenstoss der Kulturen führen.

Die Faktoren Konkurrenzfäigkeit und ökonomischesWachstum, die in dernationalen Politik im Vordergrund stehen, haben die Rolle des Wissens in der Gesellschaft im Globaliserungszeitalter geändert. Dementsprechend sollen die Gesellschaften und Ökonomien zu Wissengesellschaften und Wissensökonomien umgestaltet werden.In der Wissensökonomie wird das Wissen als ein ökonomisches Gut betrachtet. Die Erzeugung und der Einsatz des Wissens dienen dabei der

Vermögenssteigerung. In der Wissengesellschaft übernimmt das Wissen immer mehr die Rolle der klassischen Produktionsfaktoren Eigentum, Arbeit und Boden. Entsprechend verändert sich das Konzept des Lernens. An die Stelle eines formellen Lernens tritt ein informelles Lernen. Man spricht von einem lebenslangen Lernen und einer lernenden Gesellschaft (Tuijinman & Böstrom 2002,s.101). In der Wissengesellschaft wird das Wissen erzeugt und man profitiert von Wissen, um die Konkurrenzfähigkeit der Ökonomie zu verbesseren. Die Verbesserung der Lebensqualität der Bevölkerung oder die Wohlfahrt der Gesellschaft wird als Nebenprodukt der wirtschaftlichen Leistung angenommen. Gesellschaftliches Wissen wird in den Wissengesellschaftsdebatten nicht in seiner Gesamtheit wahrgenommen. Das Wissen erscheint hier hochgradig differenziert und spezialisiert. Die Bildungspolitik wurde im Nationalstaat traditionell als Gesellschaftspolitik verstanden und zielte auf politische Formierung, die soziale Integrierung und die ökonomische Qualifizierung der eigenen Bevölkerung ab. In der post-nationalen globalisierten Wissengesellschaft wird von den Einrichtungen der Wissenschaft und Erziehung in erster Linie die Produktion und die Vermittlung eines solchen Wissens verlangt, das zu einer Steigerung der wirtschaftlichen Produktivität, der Prosperität und der weltweiten Wettbewerbsfähigkeit des Wirtschaftstandortes beiträgt (Ratdke 2006,s.52).

Die zunehmende Bedeutung von Wissen als Mittel zur Produktionssteigerung und Wettbewerbsfähigkeit hat beträchtliche Folgen für die Hochschulbildung im Globalisierungszeitalter. Massifizierung, die Gemeinnutz-Eigennutz Debatte, Privatisierung, Vermarktung, Automatisierung, Standardisierung, Qualitätssicherung, Information und Kommunikationstechnik sind Begriffe, die in der Hochschulbildungspolitik im Zeitalter der Globalisierung und Wissengesellschaft immerwieder auftauchen. Es ist eine wesentliche Ausdehnung im indischen Hochschulbildungsystem in den letzten Jahren zu beobachten, sowohl, was die Zahl der Einschreibungen als auch die der Institute betrifft. Die Zahl der Universitäten ist von 387 im Jahr 2006-07 bis auf 659 im Jahr 2011-12 gestiegen und erreichte einen Stand von 759 im Jahr2014-15(All India Survey on Higher Education 2015, s.i). Der Anteil an Privatuniversitäten lag bei 18.86% im Jahr 2006-07 und stieg auf 28.98% im Jahr2012. Der Anteil der öffentlichen Universitaten ist von 58.65% im Jahr 2006-07 auf 48.95% im Jahr 2012 gesunken. Die Einschreibungsquote betrug 12.3% im Jahr 2006 und stieg auf 17.9% im Jahr

2012. PrivateEinrichtungen haben sich im Zeitraum 2007-12 wesentlich ausgedehnt und verbuchten insgesamt 58.5% der Einschreibungen (12th Five Year Plan Document,s.100). Der Gütertypologie zufolge kann die Hochschulbildung als ein 'unreines öffentliches Gut' bezeichnet werden, weil Bildung unter verschiedenen Raum-Zeit Bedinungen sowohl die Merkmale eines öffentlichen wie eines privaten Guts aufzeigt. Die Hochschulbildung schließt auch Merkmale eines meritorischem Guts mit ein. Die Spillover Effekte der Hochschulbildung sind nicht nur national, sondern auch global spürbar. Deshalb kann die Hochshulbildung als unreines öffentliches, meritorisches Gut nicht nur national gesehen werden, sondern muss den globalen Faktor mit einbeziehen.Es gibt keinen Grund, warum ein öffentliches Bildungsystem bei gleichen Anreizstrukturen langfristig ineffizienter sein soll als ein privates. Die Steigerung von Effizienz und Gewinn durch Privatisierungsprozesse enthält wenig Substanz. Mit der Privatisierung ist das Ziel der universtitären Ausbildung nicht mehr der Abschluss an sich. Die Universitäten verkaufen die Ausbildung und die Studierenden bezahlen dafür. Studiengebühren sind somit das zentrale Instrument zur Durchsetzung dieser neoliberalen Logik. Das Studium wird im Zuge der Privatisierung zu einem unternehmerischen Risiko. Viele Ökonomien mit privatisierten Hochschulbildungsystem gelten noch als Entwicklungsländer und leiden unter jahrzehntelangen sozialen und politischen Unruhen (Thilak 2007, s.633). Nach 1991 favorisierte die indische Hochschulbildungspolitik uberwiegend den Weg der Privatisierung – ein Übergang, der fast endgültig ist und gefährlicherweise schwerlich rückgängig gemacht werden kann. Bei der Vermarktung geht es letztlich um das wirtschaftliche Überleben eines Instituts. Demnach bleibt die Entwicklung des Humankaptials in privatliche Bildungseinrichtungen nebensächlich. Eine Nation wirkt als Nation durch die Solidarität, die ihre Einwohner miteinander teilen, nicht jedoch durch ihre Kaufkraft. Deshalb ist die Hochschulbildung das letzte Mittel, das in der Marktwirtschaft übrig bleibt, um die Solidarität in der Bevölkerung zu fördern und die Demokratie zu verstärken. Eine Vermarktung der Hochschulbildung dagegen birgt die Gefahr, dass eine Wahldemokratie zu einer Kaufdemokratie wird. Durch die Automatisieung gleitet das Lernen in einen entsozialsiertem Kontext ab (ohne Lehrer und Mitlernende). Ob dies das notwendige Humankapital eines Staats bilden kann oder die Lernenden in Fußsoldaten von global Kapitalismus verwandelt, ist umstritten. Wenn die Wissenvermittlung durch Menschen nicht besser als die durch Maschinen ist, erscheint die Automatisierung als ideale Lösung für die indische Hochschulbildung. Aber wenn die

mechanisierte Vermittlung nur eine Hilfe bei der menschlichen Vermittlung leisten kann, ist es sinnvoll, weiterhin eher in das konventionelle Universtiätsystem zu investieren als in virtualisierten ‚Diploma Mills' (Noble F 1998, s.114). Obwohl Bildung als ein Prozess zu sehen ist, hilft eine prozessbezogene Qualitätssicherung nur minimal. In der Hochschulbildung ist es wichtiger eine Qualitätskultur zu fördern, als die Prozessqualität zu verbessern. Die Überprüfung der Prozessqualität kann nur Mittel zum Zweck sein, das Ziel muss aber die Qualitätskultur bleiben. Die Behauptung, dass die neuenKommunikationstechnologien (IuK) die Hochschulbildung demokratisieren werden, bleibt Spekulation. Kompetenzen, die notwendig sind um diese Technologien für das Lernen zu benutzen, benötigen eine vorige Ausbildung und dient nur den Lernenden, die über eine soche verfügen. Demnach sind diese Technologien kein Ersatz, sondern leisten nur eine Hilfe.

Nach Globalisierungswende spielen drei Wirtschaftssektoren, nämlich die IT-Offshore Dienstleistungsindustrie, der Tourismus und die Übersetzungs- bzw. Lokalisierungsindustrie im Internet, eine bedeutende Rolle im Fremdsprachenlernen. Nach 1991 profitierte Indien als Wirtschaftsstandort vor allem von den Outsourcing und Offshoring Strategien von Unternehmen, die aus Hochlohnregionen der Welt stammen und im Dienstleistungsbereich tätig sind. Die Steigerung der Effizienz, der Markteintritt, und der Zugang zustrategischen Anlagen sind die wichtigsten Faktoren im Outsourcing(OECD 2007,s.5). Der steigende Wettbewerb im Inland und Ausland zwingt die Firmen ständig zur Verbesserung der Effizienz. Um die Effizienz zu steigern und die Kosten zu senken, greifen Unternehmen auf eine weltweite Produktion zurück; nur so können sie einen Wettbewerbsvorteil sichern. Gleichzeitig generiert das Outsourcing Risiken und Kosten durch die Fragmentierung der Produktion.

Heute sind mehr als 16000 Unternehmen in Indien im IT-ITES Sektor tätig und 4200 davon sind 'Start-Ups'(IT- BPM Sektor in India: Strategic review 2016, s.7). Die indische IT-ITES Industrie ist vom 4.8 Millionen US Dollar im Jahr 1998 auf 129 Millionen im Jahr 2015 gestiegen. Der Beitrag zum Bruttoinlandsprodukt lag bei 1.2% im Jahr 1998, bei 4.8% im Jahr 2006 und bei 8.5% im Jahr 2015. Die Beschäftigungsquote betrug 190000 im Jahr 1998; bis zum Jahr 2015 wurden 3,7 Millionen prognostiziert. Die Zahl der Beschäftigten im BPM Subsektor (Business Process Management) betrug 42000 im Jahr 1999, und stieg auf 545000 im Jahr 2007. Nach der

Schätzung der NASSCOM wird der IT-BPM Umsatz in Indien bis zum Jahr 2020, 200-225 Millionen betragen; im Jahr 2025 werden es um die 350-400 USD sein (IT- BPM Sektor in India: Strategic review 2016, s.9). Der zusätzliche Personalbedarf an Deutschexperten in Indien liegt jährlich zwischen 21420 bis 37485 Personen(je nach Zuwachsrate 9% oder 20%) bis zum Jahr 2020. Die indische ITES Industrie ist mit dem steigenden Wettbewerb in Niedriglohnländern konfrontiert. Der indische Vorteil basiert auf einem Übermaß an hochqualifizierten Kräften und einer Niedriglohnstruktur. Da die Kosten in Indien weiter steigen, sind in dieser Hinsicht Abstriche zu machen, der demografische Vorteil übertrifft jedoch die Entwicklung der anderen Länder. Deshalb werden Outsourcing und Offshoring in Indien eine langfristige Wirschaftsstrategie bleiben. Die Attritionsrate im indischen BPO Sektor liegt sehr hoch zwichen 40-60% . Vertragsabläufe, Stress und mangelnde Aufstiegsmöglichkeiten sind verantwortlich für die hoch liegende Attritionsrate in diesem Sektor(Babu 2004, s.496).

Heute ist der Tourismus die größte Dienstleistungsindustrie Indiens. Der Beitrag zum Bruttoinlandsprodukt (BIP) lag bei 6.7% (642.5 Mio Rupien) im Jahr 2014 und es wird ein Wachstsum von 7.3% pro Jahr erwartet. Die Prognose für das Jahr 2025 beträgt 16,587.2 Mio Rupien (7.6% des BIP). Im Jahr 2014 arbeiteten 8.7% der Beschäftigten in diesem Sektor, diese Zahl wird auf 9.0% (45,566.000) im Jahr 2025 steigen (WTTC 2015 India, s.5). Im Tourismus werden Fremdsprachenkenntnisse vor allem von ReiseleiterInnen erwartet, die als ‘General Linguistic’ und ‘Expert Linguistic’ angestellt sind (The Guidelines for the selection and grant of guide license to Regional Level Tourist Guides Clause 2.1,s.2). Nach der Schätzung des NSDC machten Reisende aus Europa 28.2% des Einreiseverkehrs im Jahr 2012 aus. Die Zahl der Einreisenden aus Deutschland blieb bei 3%(Human Resource and Skill Requirements in Travel and Tourism and Hospitality Sector (2013-17,2017-22),s. 10). Im Jahr 2012 waren 6900 Deutschexperten imTourismus in Indien tätig, bis zum Jahr 2022 wird diese Sektor 9900 Deutschexperten benötigen. Dies ergibt einen zusätzlichen Bedarf von 300 bis 500 Deutschexperte pro Jahr bis zum Jahr 2022. Obwohl der Tourismus nach 1991 die größte Dienstleistungsindustrie Indiens geworden ist, leidet er unter einer hohen Attritionsrate. Die Attritionsrate liegen zwischen 45-50% im Hotelsektor (Human Resource and Skill Requirements in Travel and Tourism and Hospitality Sector (2013-17, 2017-22), s.44). Der indische Tourismussektor wird auch von saisonsbedingtbefristeten Anstellungen belastet.

Nach der Globalisierung kann das Übersetzungsgeschäft in zwei Gruppen unterteilt werden: traditionelle Űbersetzungsbüros, die einen rein sprachlichen Übersetzungsdienst anbieten und neue Sprachdienstleisterfirmen (Language Service Providers), die auf eine Weblokalisierung setzen. Die Weblokalisierung beinhaltet nicht nur die Übersetzung,bettet die Produkte und Dienstleistungen in den Kontext der Zielgruppen ein. Diese Lokalisierung beinhaltet vier Aktivitäten: Globalisierung, Internationalisierung, Lokalisierung und Übersetzung. Obwohl die weltweite Industrie einen Umstaz von 40 Mio USD im Jahr 2016 machte und 45 Mio USD im Jahr 2020 erwartet werden (DePalma et.al 2016,s.1), blieb der indische Bertrag bei 1 Mio USD. Der durchschnittliche Zusatzbedarf in diesem Sektor liegt in Indien bei 1300 ÜbersetzerInnen für die Weltsprachen, die wirtschaftlich führend sind. Der durchschnittliche zusätzliche Bedarf für das Deutsch liegt in Indien bei 100-130 ÜbersetzerInnen.

Das Wachstum in der IT Offshore Dinestleistungsindustrie und deren Personalberdarf wirkte sich stark auf den Fremdsprachenunterricht in Indien aus. Die Bewerberzahl für Deutsch als Fremdsprachenkurse ist in Indien beträchtlich gestiegen. Im Zeitraum von 2000 bis 2010 lag die Zuwachsrate bei 146% für Deutschkurse, die von Universitäten angeboten werden, das heisst, 11100 Studierende belegten Deutsch an einer Universität (Schäfer, 2015). Private Sprachinstitute wie Max Müller Bhavan erlebten ein ähnliches Wachsutm. Die Zahl der Lernenden lag bei 17900 im Jahr 2000, wuchs auf 21740 im Jahr 2005 und erreichte 31500 im Jahr 2010(Schäfer, 2015). Der aktuelle durchschnittliche Personalbedarf an Deutschexperten bleibt voraussichtlich bei 38,085 bis zum Jahr 2020. Die Zahl der angebotenen Studienplätze blieb um 36000 im Jahr 2010. Nur weniger als 15% der Lernenden lernen Deutsch an einer Universitäten. Es bleibt eine große Chance für indische Universitäten durch den Deutsch als Fremdspracheunterricht im ökonomischen und gesellschaftlichen Wandel gestalterisch mitzuwirken.

Eine Analyse von 30 Interviews gemäß der Grounded Theorie belegt, dass die Globalisierung und IT Offshore Dienstleistungsindustrie den Fremdspracheunterricht in Indien beträchtlich verändert haben. Die Unterrichtsmethoden wurden kommunikativ- und handlungsorientiert. Der Grad an Interaktion im Unterricht ist in diesem Zuge gestiegen.Fremdsprachenlerner sind in

der Regel jung und bilden eine heterogene Gruppe. Analysen über die Lernmotivation beim Fremdsprachelernen in Indien zeigen, dass die Gründe eher extrinsisch als intrinsisch zu suchen sind. Die gestiegene Beschäftigungschancen für Fremdsprachexperten in der ITeS Industrie istein wesentlicher extrinsischer Motivationsfaktor.Im Zeitalter der Globaliserung erwarten die Lernenden, nur das zu lernen, was nötig ist, um eine Arbeit zu bekommen. Die Lernerwartung bei Fremdsprachelernen in Indien ist zwar konkret, bewegt sich aber in einem engen Rahmen. Die Lerneneden interessieren sich kaum für Literatur und Philosophie, weil diese Bereiche keine oder nur eine sehr kleine Rolle in der Arbeitswelt einnehmen. Fremdsprachenlerner interessieren sichvielmehr für wirtschaftliche und medientechnische Inhalte. Die Lernerwartungen von Fremdpsrachenlernenden beinhalten ein schnelles Lernen und eine schnelle Belohnung für das Lernen. Nach Globalisierung förderten auch Lehrwerke einen kommunikativen Ansatz, der ein handlungsorientiertes Sprachenlernen und interkulturelle Aspekte berücksichtig Jede zweite order dritte Jahr wurde ein neues Lehrwerk in den Fremdsprachenunterricht eingeführt. Heute beinhalten die Lehrwerke digitales Material, das früher als Zusatzmaterial galt. Erstens ermöglicht der Medieneinsatz virtuell die jeweilige Umwelt der Zielsprache abzubilden. Zweitens ermöglicht der Medieneinsatz die Verstärkung des Lernreizes durch die Audio-Visualisierung des Lernstoffs. Drittens vereinfacht der Medieneinsatz die interaktive Gestaltung des Unterrichts. Eine kritsche Reflektion seitens des Lehrenden ist jedoch unerläßlich für den wirkungsvollen Einsatz der Medien. Es besteht die Gefahr, dass Medien sonst zur Ablenkung und Unterhaltung im Unerricht beitragen. Die Abhängigkeit von Onlinewörterbüchern wächst und Lernende üben weniger ein kontextbezogenes Vokabularverstehen, was jedoch ein wesentlicher Bestandteil im Fremdsprachenerwerb ist. Es fehlt in Indien in Bezug auf den Fremdsprachenunterricht ein effizientes Lehrerausbildungsprogram für den Umgang mit den Medien im Unterricht. Infrastrukturelle Herausforderungen wie der Mangel an einer ununterbrochenen Elektizitätsversorgung und Internetmöglichkeit, die den digitalen Medieneinsatz behindern, sind in Indien noch spürbar. Im Zuge der Globalisierung erleichterte die Verbreitung von Smartphones unter den Fremdsprachelernern den Zugang zum Internet.

Die pragmatische Zielsetzung im Bereich Bildung, die von der neoliberalen Umgestaltung der Hochschulbildung nach der Marktöffnung durch Privatisierungsmaßnahmen gefestigt wurde,

spiegelt sich in der extrinsischen Lernmotivation wie auch in den veränderten Lernerwartungen wider. Ein belohnungsorientiertes Lernen und eine Abneigung gegen Literatur sind weitere Faktoren. Traditionell orientierte sich der Fremdsprachenlehrplan an humanistischen Bildungszielen. Humanistische Bildungsziele beinhalten intellektuelle und kritische Aspekte, eine Reflektion über soziale Gerechtigkeit sowie ein Bewusstsein für Demokratie, Kultur und Weltbürgertum (Aloni 2011, s.41). Der Literaturunterricht war das Hauptmittel, um diese Ziele der interkulturellen Kompetenz zu erreichen. Eine pragmatische, das Humankapitel förderende, privatisierende Bildungspolitik, die im Zuge der Globalisierung auf die hohen Beschäftigungschancen im Bereich der IT Offshore Dienstleistungsindustrie reagierte und die davon beeinflußte Lernmotivation bzw Lernerwartung führen zu einem Dilemma, wenn weiterhin humanistische Bildungsziele und das Lesen von Literatur in den Lehrplan integriert werden sollen. Die größte Herausforderung für die Lehrenden besteht heutzutage darin wie man humanistische und pragmatische Ziele im Sprachunterricht in ein Gleichgewicht bringen kann.

Das Erlangen von interkultureller Kompetenz durch Literatur, das eines der humanisistischen Bildungsziele darstellt, erlebt einen starken Bedeutungsverlust. Globalisieungskontexte verlangen ein anderes Konzept von Kulturkompetenz als das Bildungsziel. Die Erleichterungvon Einreise-, Studien-, Beschäftigungs-, und Migrationsmöglichkeiten verwandeln die Welt in ein globales Dorf. Die digitale Medienvernetzungen beschäftigt sich weniger kultureller Verschiedenheiten, sondern fördert Strategien, um als Fremder trotzdem Insider zu werden. (Seidl 1998,s.108). Jedoch ist die kritische Auseinandersetzung mit kulturellen Unterschieden ein Kernaspekt der humanistisch orientierten Ausbildung.

Transkulturelle Kompetenz ist ein Ausweg für das Dilemma, in dem sich der indische Fremdsprachenunterrichts befindet. Transkulturelle Kompetenz als Bildungsziel löst die Dichotomie zwischen Sprachcurriculum und Literaturcurriculum, die in Angeboten der Sprachinstitute und Universitäten bemerkbar ist, weil sie die Bereiche Sprache, Kultur und Literatur als Ganzheit behandelt. Trankulturelle Kompetenz als Zielsetzung im Fremdsprachenunterricht berücksichtigt nicht nur humanistische Werte, sondern ermöglicht zudem, dasskulturelle Erzählungsformen Teil des Curriculums werden. Auf pragmatische Weise befreit es den Lernenden von einem zwanghaften Literaturlesen und befähigt ihn in

angemessener Weise als Gesprächpartner für gebildete Muttersprachler zu fungieren. Tourismus, Wirtschaft, Musik, Medien, politische Reden, Filme und vieles mehr kann so in den Lehrplan mit aufgenommen werden (MLA Report 2007). Die Hauptaufgabe der Lehrenden besteht dann darin, intellektuell herausfordernde kulturelle Erzälungsformen zu finden und im Unterricht auf kritische Weise einzuführen. Transkulturelle Kompetenz als Zielsetzung unterstützt die notwendige globale Ausrichtung der Hochschulbildungspolitik Indiens, die bisher nur national orientiert war (Aggarwal 2006, s.140). Ein auf transkultureller Kompetenz basierender, global orientierter Fremdsprachunterricht kann so die Zukunfts des Faches sichern.

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Anhang

Verlaufprotokolle der dreißig Interviews

Interview 1

Date	30/01/2017
Venue	Office of the Teacher at JNU
Duration	27.10 Minutes

I am doing a PhD research on "Impact of globalization and IT enabled services industry on Teaching and learning of Foreign Languages in India" at Centre for German Studies, JNU Delhi. This interview is a part of the research and I need your consent to record it for the research purposes. Is it O.K?

O.k.

Could you please share when you started your teaching?
I stared teaching in 1975 that means this year in July I will have completed 42 years of teaching.

Why did you teach foreign languages?
Well, I was student of German, I had just completed my Masters in German and I was asked to join the faculty. At that time there were no teachers so I was asked to join, I didn't have to apply and I thought and I found it very interesting.

What are the courses that you have taught in your career span as language teacher?
Basically, BA and MA.

Could you please share about those things that you liked in foreign language teaching?
Now, if you are talking only about the language teaching and not the literature and things like that.

Whatever all you liked....
I really enjoyed language teaching. It is now that I don't have that much energy for it, but I love it because you see progress every day. That is very.....there is something where every day the students can learn something new, they can practice something new and there is a marked progress which is not there in the later years, you cannot see this progress every day, like you can when you are teaching language in first year. So l loved that. I also love motivating the students and I used to do that by acting the clown, making....to make the class is more interesting and to make the students laugh at me basically not at any one else.

What are those things that disappointed you in foreign language teaching?
In the beginning nothing, otherwise I would have not stayed so many years. It is only now, at the end of my career, when my energy is also sapped, when the generations have changed so drastically that is now I.... I am not unhappy that I am retiring next year. Let us put it that way.

Do you think that the language teaching practices have changed in last 25 years or in your career span?

Of course, of course, they have changed a lot. When we learned German and when we started teaching German, it was the grammar translation method. I learned my German through that method with old Schultz Griesbach book and nothing against it and we all learned good German through it. But of course then everything changed. And we saw series of different books we kept you know, over 42 years of course there have been many changes in methods and correspondingly in text books that are coming out. So, obviously it is changed a lot. And I mean there was communicative method that became the be all and end all of it, then now we also have intercultural method and now we have pedagogies for teaching students with multiple you know 'mehrsprachig' students who know several languages so that is not simply a class in German but you take in their language etc.... So, every things have changed.

What are reasons for those changes?
Obviously, pedagogies developed, methods developed, people start thinking and reality is changed and so obviously there has been a change, in the teaching practices you mean.

How do you assess current employment opportunities for foreign language learners?
I think at the moment, it is pretty good. It wasn't like that in between in middle path of my career, it was not great but ever since the BPO boom and ever since globalization, there is obviously a heightened demand for foreign languages and German is one of the languages that falls within this.

Do you perceive any changes in the employment pattern for foreign language learners in your career span as a language teacher? You can just see that what happened in those days and how it is now...?

See, earlier, if you learned foreign languages, if you did a M.A. in a foreign language, ys, you basically went into for academics. So, you wanted to become a teacher somewhere or people wanted to work in the German Embassy or any of the German foundations. So it was there were very limited opportunities. and basically the idea was academics. So you wanted to go into academics and that is why you learn German. So, in those days, it was a limited field, limited scope of employment and as most got filled, the employment opportunities got less and less obviously. Now, of course, it is changed drastically, now there are very few people who want to go into academics really. Most of them would like to actually leave after the BA and get into the BPO industry which is fine but,,,, now, of course completely different opportunities. Employment opportunities are in fact is very vast nowadays and it is a good thing for the foreign language learners.

What are the reasons for such a change?
Obviously globalization, obviously, the increased opportunities, setting up of all these business process outsourcing centres in India. That is obviously being the reason for the change ya.

How does it reflect in the classroom/ your strategies?
We tried to avoid thinking about it frankly. See, our goal is to make people learn German in the first year. After... this would be applicable to any job, so the teaching strategies may not.... have not changed because of these different employments. The idea is to teach them good German. Once they come into the second year and they have to study literature, now we had groups which have said that no, it is not relevant to us because after all we are going to other things. Then we tell them, we have to tell them that you are at a university and you are getting a B.A degree, now the B.A. degree cannot be simply for language learning, you go somewhere else if you only want to learn language. So, B.A degree you have to have more than just language learning. So, then the challenge for us is to make them interested, they may not be interested to start off with so the challenge is to make them interested with. So, it is more challenging now teaching is more challenging so you have to consciously think of how you can you make the students interested. Earlier you took the interest for granted because when they came they knew that they wanted to do a BA. Now you have to make them interested

Do you think that market demand for foreign language experts have influenced the motivation of the foreign language learners?

Definitely, definitely it has improved the motivation. That is also the reason given by lot of people wanting to learn a foreign language. It is not only improvement of motivation it is creation of motivation. So, I definitely think, yes.

Do you perceive any changes in the learners' motivation among foreign language learners to learn a foreign language in your career span as language teacher?

Yes, of course, ya. When I started off 42 years ago, people came like me almost the same generation, I was what twenty.... I was in my early twenties when I started teaching so students were not very much younger than I was and there were... there was this general interest in learning for learning sake. So, one could relate better to the students there. Now it is of course a completely different motivation, but now they want to simply learn the language in order to get a job and that is completely justified, they can ....it is their right to do that. But the thing is that as I said again you have to take that motivation and work around it.

What are reasons for such a change in the motivation?
Well this is the same thing that I have reapeated many times before ya, the reasons are obviously the improved opportunities and the kind of opportunities that have now emerged with globalization.

Would you like to mention any specific teaching strategies that... in relation to learning motivation has changed?
I don't think, I have ever changed my teaching strategy in the first year that I certainly have not because my goal is to teach them proper German. However, I must say that unlike may be the Goethe Institute, the MaxMueller Bhavan....unlike may be the Goethe Institute, the

MaxMueller Bhavan, I am not sure whtat they do now, we never at the JNU concentrated only on communicative approach because our students need to learn how to write German. So in order to write German....proper German they have to know the grammar. So the communicative approach says that the communication is important thing, it does not matter if grammar is a little haywire here and there, we do not... we never accept that in the JNU. So, we always felt grammar.... communication yes but grammar is equally important if you want to do a B.A.and an M.A. in German. So, I don't think I have changed my strategies.

Do you perceive any change in the learning expectations of the foreign language learners in your career span as a language teacher?
See the learning expectation is what? As I mentioned once before earlier it was to understand to read a foreign literature. Today it is not that at all. Ya, literature occupy the lowest space in student's priorities which is why I am happy to leave now.

Do you see in numbers also?
Exactly, exactly so, much less desire to learn a foreign literature.... to read a foreign literature, learn about foreign culture now it is really getting a job. So I want to learn German in order to get a job. It is very sort of you know, focused but narrow motivation.

Do you think that the changes in learning expectations resulted in better learning outcomes?
No, not at all, on the contrary, because what is learning? Learning is not simply learning a language. Learning is for me, has a much broader....is much a broader concept. It involves life and therefore I would say that everything has become narrower with this narrow perspective, everything is become narrower.

Do you think that the changes in learning expectations of the foreign language learners improved the learning ability of the learners?

No, on the contrary, completely on the contrary, whenever your perspective is narrow you cannot learn properly. It is only with the wider perspective that you can actually that you are open to learning. The narrow perspective is constantly asking "Is this bringing me to my goal?" The open person says "this is the path; I will follow the path I am not interested in goal, I will follow the path.

Would you like to mention any teaching strategies in relation to learning ability and learning expectations?

No, I don't change my teaching strategies. The only teaching strategy that I change is when I mean, because today one has to motivate students, one you know, you take texts which have a relevance in their life, for their reality earlier you could take you could teach with canonical German literary texts today one does tend to choose texts which are canonical in their own way but which also has something to say about the students' realities so that they can relate to it.

Which are the textbooks that are used to teach foreign languages in your career span as a language teacher? Did the textbooks change?

Yes, of course, textbooks have changed constantly. We started, when I started teaching, it was this BNS it is called. I think that was used for two or three years and then after that I don't remember frankly it has been so long ago. But I have worked with....let us say, starting with BNS, Momentmal, then I have worked with Delphine and I have worked with other follow up of Delphine....I do not get now what it is....Themen also I have used yes.That was before I have started with Delphine and then there is the other book I mean, the follow up of Delphine was one volume thing and we had this came out with three volumes, very good which I used last time I was teaching. Since then, however that was an expensive book, because we have to choose books obviously according to the price. We are not open in our choice. If there is an Indian edition of the book, it makes cheaper for the students to buy and you have to go with that. So, I don't know what is being used now basically but I have not taught language for the last at least 8 years now. So I do not know what is being used now.

What are the criteria involved in choosing a textbook for a course?

Availability, I am sorry....ya, also we have to see whether it is ....whether it suits us or not, whether it has you know I would not probably choose a text book....o.k, the criteria involved in choosing a textbook? Ya, see, it really is what one can work with comfortably. That is for me that was important always in a textbook whether it has texts proper texts not just dialogues but also texts, whether it has a good workbook with enough exercises and what kind of texts and what kind of excercises because I always did my first year course with this....with this vision that they will have to.... you know, they will get into BA, MA and they will have to write, they will have to think, so crtically reflect, do the text allow them to reflect critically such things ya, those kind of things. So, I would....when I was teaching I would always try and choose books which had good solid texts because I think that is one of the things that they have to work with through out the next so many years. So, the earlier they start reading and writing text, the better it is for them in future if they want to do an M.A.

Do you percieve any change in the methodological orientation of the books that are being selected....?

I think I will skip this question. I mean, it was grammar then it became communication then there were these new books which brought in where it was not simply communication. That is what I spoke about Delphine and others. It is not simply dialogues and communication, but it is more than that. So but I am not.... you know I will skip the question because I do not know the textbooks.

Do you perceive any change in relevance and use of media for foreign language courses in your career span?

Ya, when we started there was very little in the way of audio visual material, really practically very little. But we used to use whatever there was. I remember there was something....there was collection of slides about Germany so each unit, each 'Einheit' took

up different place in Germany to cue through that with different slides and there was a small text explaining that. So, we used to use something like that. Then, there were some audio material but very little obviously that is changed drastically over 42 years and it is changed, obviously for the better because we use some media, I think is important not only is it to improve the hearing ability of students as they hear German spoken but also and it is and I do not think one should discount this at all it is, it does give a break I mean classes should never be teacher oriented to that extent, it makes boring for students. Becuase ya, language learning can be boring and can be made extremely boring. So, the idea is to make it enjoyable. And any student today of that age 17, 18 when they come, they love watching things and I think it should be used of course not all the time, but in every class they should be some input of media.

What are reasons for such a change?
I think, it is just the availability.The availability has made it possible.

Do you implement the digital media for language teaching?
Luckily, I have stopped teaching language before this became an issue. I said luckily, I have stopped teaching language before this came in.

But in generally how do you assess the digital media intervention....?
I have no idea what, how it works. So, I would not be able to answer this question, the digital media.

European Union (CEFR) and U.S.A (ACTFL) have implemented standardized proficiency levels as learning objectives in the foreign language curriculum and syllabi. How do you assess the Indian situation to these kinds of standardization?
I don't know what the MaxMüller Bhavans for example does, how they follow this A1, A2, B1, and B2. I do not think we take it that seriously. It is just a broad guideline for us. O.k, at the end of first year, they should have done A.... they should be at A2 level, B1 level, C1 and C2, but obviously, we cannot say that the people who are coming to our M.A are C2 level. Most of them are still at the B1 level. So, in some , it may make sense if you want to gauage a student's ability, you have certain framework within which to gauge it but I do not think that we can confirm it.

Do you perceive any change in the curriculum and Syllabi of the foreign language courses in your career span?

Ya, we have changed the curriculum very often and the Syllabus also. But I think that is part of any university of constantly updating the syllabus and the curriculum. However what we have not done is we have not changed the curriculum in to match with what the students want, that is simply language learning, that we have not done. But what I mean, obviously what the Ministry of Education has brought in common whatever it is the....they have these credits.... CBCS.... ya, Credit Based Choice System, which is a disaster and I hope we never follow it in the JNU, and if we do or if we have to do it at some point I am glad that I will not be here, because CBCS takes away everything that we have achieved. I mean when we

come to think of it, what we managed to teach the students in literature, culture, history, language by the end of third year that will go. Because you have only limited hours for your core courses and students have to do whole lot of other things of their side. Here, we take care of the other things through the optional courses. It is not that they are only doing foreign languages, they are doing optional courses, tool courses etc.... so that kind of change I am not for but within institutions constant updating of syllabi is always very important that is something very important.

What are those changes that you assess positively?

That is what I have just said, the updating of the syllabus according to newer whatever....according to new material, newer theories etc..., newer learning things that have to be learn....that and negatively is.... well we have not done it but I say this CBCS it will have a negative impact.

Could you please share your ideas or suggestions for designing or developing foreign language courses curriculum under the current socio-economic conditions in India? What could be major considerations for you?

I do not think that I should I answer that question I am too old for it. No, no. no but I am at the end of my career and this is question which you know which really applies to the younger teachers because they are the ones who have to do it. For me, I belong to a very, very old school of thought which says that I am not getting my degree and getting my degree is not important learning is important. And today of course, not only today but most of the students come to us, for them it is the employability that is important, I understand that and I accept and respect it. But I say that I cannot change my way of thinking because of that. I am too old for that. So, for me large part of the curriculum I mean, large part of the curriculum should still be linked with learning, to expand your mind, to broaden your horizons. So I am very old school.

In other way you are saying that the syllabus and curriculum should have learning direction more than employability...?

No, I am not saying it should with 'more'.... but I am saying that I would not; I understand that employability is important but I am too old to get into that mode. O.k, for me learning is more important, thankfully I am at the end of my career.

Thank you madam, thank you very much.

Interview 2

Date	06/03/2017
Venue	Office of the Teacher at DU
Duration	34.16 Minutes

I am doing a PhD research on "Impact of globalization and IT enabled services industry on Teaching and learning of Foreign Languages in India" at Centre for German Studies, JNU Delhi. This interview is a part of the research and I need your consent to record it for the research purposes. Is it O.K?
O.k.

Could you please share when you started your teaching?
I started in 1978.

Why did you teach foreign languages?
Because, I studied a foreign language. I did my masters in a foreign language German. So, for me, the academic engagement with the area was the most interesting. So, I went to teaching.

What are the courses that you have taught in your career span as language teacher?
I started with language teaching. I taught all kinds of courses. Initially in Delhi University we have part time courses, so I taught you know part time courses. We have this sort of large groups as well, 80 students, 90 students those kinds of courses till we introduced the masters programme and then eventually the undergraduate programmes and M.Phil, PhD etc... all that. So, now for at least I think, 20 years I would be, I had been largely teaching at the M.A level and beyond M.Phil/Ph.D.

Could you please share about those things that you liked in foreign language teaching?
What I liked? Or that I like?

No, both liked and like.
Well, I think the teaching of foreign languages provides you a scope because you, while teaching foreign languages you discuss ways of living and being with people in a different cultural, social, historical context. You are forced to discuss that, and that becomes the content of what you are teaching, but you are teaching it in a foreign language. So, that provides as I always feel a way to reflect on your own society as well. And I believe strongly that this is good reason for us to have foreign language teaching in India. Apart from all other economic concerns, I think in terms of becoming a global citizens, I think, this is one of the issues before everyone in the world today, how do you use the education in order to help the people to become, develop a sense becoming a global citizens with all its duties and responsibilities apart from rights as well. So I think there the teaching of foreign languages is an extremely important component and if you look at the world and of education in that sense, then I think the teaching of a foreign language has a very good future.

What are those things that disappointed you in foreign language teaching?
What disappointed? Well, I do not; I would not talk about the disappointments. I can talk about difficulties that you face in terms of infrastructure, in terms of having adequate number of teachers, in terms of, I mean, one of the difficulties is we faced initially in Delhi University is that we had only these part time courses. So, the department and this kind of what foreign language teaching can actually become as a university subject that did not have an adequate place in the thinking of the university. I think that we have changed in the university, after we were able to introduce all these master courses and undergraduate courses. So, those difficulties, otherwise I very much enjoyed the area, I like to read in the area, it is part of, very much part of my world.

Do you think that the language teaching practices have changed in last 25 years or in your career span?
Quite a lot. It has changed quite a lot. When we started, all we had was a black board and chalk. Now we have lot of, introduction of lot of technology, technology which you can use in the class, in terms of projection facilities, first we had CD players, then we had projection facilities then we had the internet. And internet is a big introduction into that field and now there are many new challenges before us in terms of technology about how to introduce that in the classroom. For instance, all the new methods of communication that you have, whether it is through the mobile phone or other devices, I think these are all areas in which we need to be thought about in terms of how you can introduce components of language teaching through these methods, games for instance, etc...

What are the reasons for those changes, changes in the language teaching?
I mean, we were talking about technology. You can talk about technology. That I have already talked about. The other area in which it has changed is that, there developed a greater consciousness of you know, the world at large that language teaching is an interactive process that you have to also take on board the learning, the specific learning abilities and problems of the specific students that you are teaching. For instance, in India you have multilingual students, students coming from multilingual backgrounds and multilingualism today is a very big issue in language teaching. In Europe they are grabbling with the phenomenon. In India, we had this phenomenon for a long time. How can we use these resources, multilingual resources which someway help Indians to learn languages faster? O.k., but how we can consciously and systematically bring in those abilities into our conception of language teaching, this is a very big challenge before us today. And research is also going on these fields. People are trying to understand how to do this.

How do you assess current employment opportunities for foreign language learners?
Well, for sometimes I think you also mentioned it, there has been a boom in foreign languages you know, in learning of foreign languages in India, unlike let us say places like United States for instance, German is facing, is going downhill, the teaching of German is going downhill. In a country like India, and I think in many other parts of the ...what was called the third world, the former decolonized world, in that part of the world the teaching of foreign languages in on the rise, and because there is a boom in the economy in terms of job

opportunities for those who are learning foreign languages. And one significant group out of those who is going to these area also wish to do further studies in the area and stay on with it because you also need teachers, teacher trainers etc...

Do you perceive any changes in the employment pattern for foreign language learners in your career span as a language teacher?

Ya, I mean, earlier it was.... the areas were limited. You know, few tourist guides, some school teachers very few, some schools this were offered and otherwise you know, teaching in universities and colleges wherever it was taught and translation was an important area, it was limited. The job opportunities were far more limited. Then since this sort of outsourcing of certain kind of activities by big companies in Europe and Unites States and other parts of the world, there has grown in the economy where people knowing specific foreign languages are in demand.

What are the reasons for such a change that you say that there is change in the employment pattern from previous to current day?

Because of the outsourcing of these activities. What is interesting to know in this context is, as these job opportunities are created in countries like in India, they are closed down in countries.... in the home countries. Which is by we are having the phenomenon today of 'Trump' arguing against doing this anymore. Because of big pressure has come, because of employment problems being faced in the United States. Similar employment problems are there in the European countries, O.K. Because job opportunities, I mean there are various reasons, but this is one of the reasons. The job opportunities which were there in the home country are being outsourced to other parts of world. But this has come as an opening for people in India. This is the peculiarity of this all phenomenon of globalisation.

How does it reflect, I mean employment opportunities, how does it reflect in the classrooms, language classrooms?

We do not have any shortage of students. Thousands of students apply for these places in the universities; we do not ever have any seat which goes vacant. Thousands who apply, thousands and thousands actually you know. The numbers are not going down.

Do you think that market demand for foreign language experts have influenced the motivation of the foreign language learners?

Certainly, there is always a consequence when people feel that there are possibilities of getting jobs after learning foreign languages, and then of course, they think about it. I mean, everybody thinks about this issue of what kind of possibilities, career possibilities they have, what kinds of job prospects they have before they choose any subjects. Even if they do not prefer to choose a subject purely on the basis of what they you know, like or do not like but this factor certainly place a very important role in the opinions of the parents as well as the students themselves.

Do you perceive any changes in the learners' motivation among foreign language learners to learn a foreign language in your career span as language teacher?

Yes, yes, of course. I have been teaching for almost 40 years now. And it is, let us say, since the....since the turn of the century, you can say, or little earlier this started. This shift we can notice. There were times when we had one or two students in our master courses. Now that is not the case. And we did not have a bachelor course. Now we have a bachelor course. We have some 40 students taking admission every year.

What were the motivations of those students in those days when you started your career and what are the motivations to learn a foreign language now?

At that time people came by chance. It was really by chance they entered these areas and because they did not know much. They did not know anything about German before they started doing German. Some of them may have learn something about Germany who have studied for instance, we had students who came from the background of history, they studied history and they knew something about the European history may be, may be something there got their interest. Otherwise there was no specific reason, I mean, even for people like us. When we went to study, if somebody asks us why you are studying this or that, we would have find it difficult to give any very clear cut answer. We could have given some subjective use of it and nothing to do with jobs. In those days certainly, if you asks students why do you studied history or sociology or you know, English, very few of them would have told you that you know, we have been doing this because we want to get a good job or some of them would have said, yes, we will sit for the civil services exams. Very limited number could do that. Most people would have said that Oh, I like the idea, you know, I like history, I like foreign language. But today this factor of jobs place a quite important role particularly in a context where it becomes difficult, more and more difficult to get a job or get a you know, regular job over a sustained period of time. The world has become far more unsecured.

What are the reasons for such a change in the motivation among the foreign langauge learners?

I think, I already answered this question.

Would you like to mention and teaching strategies in relation to market demand because students are now, also choose to lean a foreign language because of the market has something to offer them as a career, so, any teaching strategies in relation to that?

See, I am a person teaching at a university for a very, very long time. I believe the universities have a role to play in the welfare of a country and for that matter, the welfare of the world; they have a very important role to play. Its role cannot, their role cannot be reduced to teaching people some skills, o.k? Those skills are needed today and gone tomorrow. But what universities teach, what universities are supposed to teach, is supposed to last for a life time. O.k. and it is supposed to enable students to learn on their own and to adapt on their own, to become thinking human beings who can critically, who can be critical in their thinking which means they can also find solutions to the problems. O.k., they are not suddenly at loss how to solve the problem because they have not learned in the class which was only based on teaching them some very limited skills. So, I am very much opposed to the idea of converting foreign language teaching to a kind of a skill based teaching.

Do you perceive any change in learning expectations of the foreign language learners in your career span as a language teacher?

I think, students want to learn about I mean, by learning a foreign language, in a sense you can say, it is a continuation of earlier times about other worlds, about other kinds of people, about the people who speaks this kind of languages, and they want to learn that. Today they are also exposed to the internet and social media etc.., to various kinds of information and forms of communications. So, in that sense certainly there is a change in the expectations I mean, also in the way they relate to the whole process of language learning.

Do you think that the changes in learning expectations resulted in better learning outcomes?

I am not so sure about that. Because I think you know, the rise of the inetrnet and social media etc.., also have a very distracting effect. O.k., so, I mean I am not satisfied with this answer. Let me please put it like that, it is a question of how we , we need to engage with this problem that the students are not the same, their entire cosmos, the cosmos in the mind are very different from the students in our times. And this is influenced by the fact that the internet and social media etc..., plays such a major role in their life. O.k., when I started learning German, even TV was a very limited phenomenon; we did not even have a TV at home. O.k., TV came, after that the internet came, social media, and all this has came one after the other, and the mobile phones. O.k., so, these things take quiet lot of space in the lives of individual students and that has an impact which people are still trying to understand in terms of how people learn or how best they could learn. And which needs to be thought about by teachers in terms of how best to structure the classroom teaching. And I do not think that we are as yet solved all these problems.

Do you think that the changes in learning expectations of the foreign language learners improved the learning ability of the learners?

No, I think, I have just answered this question.

Which are the textbooks that are used to teach foreign languages in your career span as a language teacher? Did the textbooks change?

Ya, I mean, when we started we had more sort of grammar based approach etc... We started and we also learned language more or less like that. That shifted to more or less what we called communicative approach and now you have this what you call the... what is it called... handlungsorientierte, activities ....task based....task based language learning. So, there are shifts taking place in all these areas because of people who are studying the field and who are trying to think of new ways to engage students in the process of learning. I think it is probably not just limited to language learning but also in other areas of learning, teaching and learning. But in language learning certainly this is what I have experienced.

What are the criteria involved in choosing a textbook for a course? What are the reasons for choosing a Textbook for a specific course?

Well, we try and see what is most relevant to current times to the… because we have students today. So, what works best in today's context, we try to look at that. One experience is that whatever, we have changed our textbooks undoubtedly like other institutions have changed their textbooks. But we also have noticed that no textbook suffices on its own, you have to introduce other materials which in some way make all process of learning also relevant to the group of students you have here. They are students in India. They are students in Delhi. They have a specific kind of a background. Sometimes you need to think of it on the basis of the specific compositions of the students you have in a specific class also.

Do you perceive any change in the methodological orientations of the books that are being selected for specific courses?

Yes, because since, these methods are changed, so with that the changes have been reflected in the kind of textbooks used by us.

Do you perceive any change in the teaching methodology followed by you in your career span as a language teacher?

Yes, but I told you know, I have not really been doing actual language teaching for quite some time. My focus has been much more in the area of literary studies you know, cultural studies. But I keep following in terms of my discussions with other teachers that these are the kinds of shifts that are taken place and I am not disinterested, I am quite interested on those questions. But I have not myself been involved in that, engaged in that kind of teaching.

What are the reasons for such a change in the teaching methodology?

That is part of you know, kind of rethinking of teaching methods in the context of I think, the kind of social changes that we have all experienced across the world. And this is not specifically limited to India; it is all across the globe.

Do you perceive any change in relevance and use of media for foreign language courses in your career span?

Yes, yes, I mean introduction of media has been, media technology has been very important aspect of the kind of changes that we have gone through. It places an important role but the teacher continues to be central figure. Without the teacher this technology has no role, you know.

What are the reasons for such a change in use and relevance of media?

The rise of this kind of technology, we did not have them when we first started learning languages. You know, we have all kinds of new technologies now. So, technologies are there in order to be used to improve the methods of teaching.

Do you implement or have you implemented the Digital Media for language teaching?

Yes, yes, may be not as much as we would like to do because as I said, the problems of infrastructure, internet does not function all the times. You know, those kinds of problems are

there in most Indian institutions, you have these problems. But we have certainly installed projection facilities connected to the internet and we are also thinking about you know, how to use other methods like the phones etc.., everybody has the smart phone. How do you use this kind of methods in language teaching? These are questions we are still grabbling with. But it is very much on our minds.

What are the criteria that are involved in your selection of digital Media for teaching?

Maintenance, I mean, sustainability is very important. You know, how you sustain the things I mean, you can go on introducing all kinds of things there, but if we have it today and do not have it tomorrow and then our whole effort has been pretty useless finally. I think, this is very important aspect. We have to do it in way, we are able to sustain it so that it is not just available for students today but also for those in the future. So we have to do it little slowly not in such a rapid way that we have not thought about how to keep it going. That has to be central to it.

How do you assess the digital media intervention in improving the learning outcomes?

They can, certainly they can help to improve the learning outcomes. Because you know, if you hear German, when you do it, you can show films or use the films that are having prepared for language learning quiet a lot. You can create an environment artificially with the use of technology which a language environment, which the language becomes the main mode of communication. So, that is what otherwise missed you know, by students when one only learned through the old methods. This language environment was missing. Now with the help of technology you are able to create this language environment. You can ask them to watch certain things at home as well, so, that also helps them.

How do you assess the digital Media intervention in relation to improving the learning ability of the learners?

I think, I have answered that question. I think it really can help, whether it always helps, because I have said, there are certain problems are being thought about by various scholars all across the world, which the introduction of new technology, digital technology etc.., has brought with it, in terms of the concentration levels, you know, distraction etc.., Those problems are there simultaneously but simultaneously you have the advantage that you have which all this technology has brought in helping you to create a language environment for learning more rapidly. You have that, but simultaneously you have these distracting aspects of these new technologies.

European Union (CEFR) and U.S.A (ACTFL) have implemented standardized proficiency levels as learning objectives in the foreign language curriculum and syllabi. How do you assess the Indian situation to these kinds of standardizations?

You see, I do not have any problems with some kind of working out certain levels. We live in a global world. We should be able to work towards having some kind of common levels in terms of language learning. Whether that will mean that you, you know, you have learned exactly the same set of words or the same kind of vocabulary, I do not think that will be the

case. It may be different, in terms of content, there may be differences. O.K, but that should reach certain level and there is a way to assess that level, I think that is not a bad idea. That is a good idea because if you are going to live in a global world the students who learn German here should be able to also find job opportunities elsewhere in the world where German is required. So, they need to have some kind of certification of their level of language learning. So, I personally, do not have any problem with this except that we have to do it in a way that keeping in mind the difficulties in terms of infrastructure that different countries and institutions because there is difference between institutions also, pace, just imposing ….this everywhere does not always help. But that we should all need to work towards some common levels, that is a, initially not a bad idea and of course, it was introduced in the case of Europe for the European Union. Now that has become… acquired a larger sort of function.

Do you perceive any change in the curriculum and Syllabi of the foreign language courses in your career span?

Yes, I think, I have answered.

What are those changes that you assess positively?

In that?

In that curriculum changes?

There are negative aspects also.

Both, We will start with positive.

Positives I mean, we have tried to introduce the change the textbooks, you are talking about language learning not the higher levels of learning?

No, no, language learning.

We have tried to change the textbooks, we have collected the materials. For instance in Delhi University, if you want to know about our specific experiences here, we, language courses are taught in various colleges in Delhi University also. Some twenty colleges also offer language courses. So we have a process of regular meetings of these teachers and developing collectively materials, additional materials which goes with the textbook to help the students and the teachers both. And making all these materials available online and accessible by both teachers and students I think that we are quite successful in doing that for the last few years and we intend to continue this process of bringing new materials on board which has some function in terms of the students we have. We have specific kinds of students who learn foreign languages in Delhi University. So the materials are meant to help them.

That you assess positively and what you assess negatively?

In terms of the …what was the?

Curriculum and syllabi, changes in curriculum.

I assess negatively the kind of structural changes that have been introduced in the universities, for instance as far as our honours courses are concerned today under the CBCS we have only two papers in German in the first year whereas we always thought in first year , the first year had a very important place in terms of language learning. We used to aim at some 20 hours or so, for teaching of German. Now we have reduced to only 10 in the first year, because of this CBCS. Now I am just giving you one example, you know, what happens when you introduce these kinds of models, modules modularized courses.

Could you please share your ideas or suggestions for designing or developing foreign language courses curriculum for the current socio-economic conditions in India. If you are doing it what could be your major considerations?

For language teaching?

For language teaching, if you are designing a course curriculum, what will be your major considerations?

Well, I will go back to what I have pointed out in the beginning, why I think that the language learning of foreign language in India has, should have a and can have, and has also a place because it confronts the learners here with ways of being in other parts of world and helps them to reflect there by on their own social, cultural etc.., you know, ways of living here. Certainly in India there is a lot of to be done in this country. So, it is not that we learn from the Germans, they do have problems, ya, but when you reflect on the problems of one country you also, that also works in a way that you think about similar problems in this country or comparable problems or different problems, whatever it is. But the learning of any foreign languages, it is not just about the German, one can learn any foreign language, could be Arabic also, or Persian or Chinese or Korean. Any engagements with ways of being in another society and culture provides, can provide, if it is taught with this idea can provide a way to engage with your own society and ways of being in this society and help to create more critically reflective human beings and I personally feel strongly that this is how we should develop foreign language teaching in India.

Thank you very much madam.

Interview 3

Date	19/01/2017
Venue	Office of the Teacher at JNU
Duration	1.06.41 Minutes

I am doing a PhD research on "Impact of globalization and IT enabled services industry on Teaching and learning of Foreign Languages in India" at Centre for German Studies, JNU Delhi. This interview is a part of the research and I need your consent to record it for the research purposes. Is it O.K?
Ya, please go ahead.

Could you please share when you started your teaching?
Well, I started.... I came in 1977 to JNU to do my masters. And in those days JNU had part time courses Certificate, Diploma and Advanced Diploma. So, when I was in my 5th year MA, I was asked to do the Diploma course. So I started teaching at that time itself while I was doing my.... pursuing my masters. At the same time, the same year, that is 1978-79 something like that, the Indian Institute of Foreign Trade, they had their offices in Nehru Place, in those days and they wanted to start German as a foreign language and I was asked by the Centre to take that assignment up. So while I was studying, I was teaching at the evening the Diploma course as well as thrice a week at Nehru Place in the Institute of Foreign Trade, German as a foreign language. So you can take it form 78 onwards, it has been quite some time.

Why did you teach foreign languages?
Why I taught foreign languages....just because that is what I have studied.

What are the courses that you have taught in your career span as language teacher?
I have taught DOP, then I have taught BA, then I have taught MA, then I have taught M. Phil.

Could you please share about those things that you liked in foreign language teaching?
It is....what I like about foreign language teaching is.... something about the nature of the language itself that you know as it says in, you know if you pursue philosophy of language a little then you will see that each language has various languages within itself. So this foreign language is not necessarily something which is outside of it. Secondly, if you understand the basic principles of hermeneutics, then you understand that more you understand the other, the more you understand yourself. So foreign language learning and foreign language teaching meant that I understood my own, whatever the languages I am brought up in, like Marathi, Hindi, English and so on and so forth. Not only structurally but what have languages achieved at various stages of articulation, whether it is a Sachtext you know, or whether it is a literary text you know, so all that entire scale and I by teaching this language, whether I would like students to appreciate this – language as something as a gift of God, as it was. And to appreciate that, how languages work, develop a certain respect for this gift that one has that I can have a language that I can distanciate myself from myself and talk about

myself. In a language, I can articulate my thoughts. We all are born with language and then, when you are learning a language formally, when you are teaching a language formally, at a university, then you distanciate yourself from that language and learn about yourself and about the language and that is how you grow. So anyone you know, who is not so privileged as us to learn a language formally at a university or to teach a language you know, is able to communicate. He does not know what it means to be born in a language, tend to go out of that and then keep coming back and your language competence increases and so on and so forth. It is all and it has been a wonderful journey. You know, it is a never-ending thing. It is not as if like, if you read *Harold Weinrich* thing – Wege, *Abwege der Sprachkultur*, then you see that it is not as if you know, I have learnt a language, it is an ongoing process. That is never like all these refugees or emigrants to Germany who have now started writing in German, they have taken that language to another level completely and which the Germans, they have the decency to admit that these people who are not born Germans and they were not born in that language, yet have the competence of writing in that German about their life are actually giving so much, giving the German language. It is extraordinary. So I consider myself privileged to be a student of language and to be able to teach the language.

What are those things that disappointed you in foreign language teaching?

Well, the disappointment is always that there is always a tendency to oversimplify things, there is a tendency to reduce things to you know, if I have done accusative, dative, genitive that means I have done you know, I have taught the language or something. There is reluctance to reading literature, there is reluctance. So the people you know, the growth from the first year language learning to a post graduate research oriented understanding of language, I find that, that is where my disappointment lies, because I think there is an inherent 'Abneigung', kind of almost an abhorrence towards reading literature in German. So you think that you know in first two semesters, you have learnt the language, we have done the exercises and that means that you know the language you know. But you don't need to read anything in that language. There is no desire to increase, there is a wonderful word in German, which is 'Sprachgefühl' that Sprachgefühl is something which can.... if you can acquire only with certain commitment to learning and continuing to learn the language. That is where I find my disappointments lie. But there is always a silver line in dark cloud and there are always a few in the group who display an extraordinary talent and flare for the language and passion for learning. So it is a sort of balances it out. So, it is....

Do you think that the language teaching practices have changed in last 25 years or in your career span?

They have. In fact when I did my language courses from Pune MaxMuller Bhavan, in the 70s, where I did all the courses up to Oberstufe, those days they were called GI, G2 and upto Oberstufe and 70s was the period when the so called, language laboratory phenomenon came to India. And so, there was a.... there was a debate about the pro and con of language laboratory. Does it make the human being the human teacher, the frontal Unterricht, does it make obsolete. Then that was one major change. Then of course the conventional method was that of translation or the other one was that you simply teach the grammar. So I have learnt from all these methods and in JNU when I am teaching..... in JNU when I do the 1st

year teaching, I presume that students will go on to doing their masters whether it is in translation studies or literary studies. So I realised that primarily it is about texts and how texts are constructed. So my idea is not merely to be able to write a couple of sentences or to speak a couple of sentences in your 'Altagsituation', but to be able to produce texts, spoken as well as written form that has been my thing. There, all these things whether it is translation, whether it is grammar, whether it is a direct method, whether it is indirect method, all these things very eclectic, if you have the goal of text production...as your goal. Text has to be coherent, there has to be a thought, thought has to go into it. At the level of thought you are thinking may be in English, Malayalam, Marathi, whatever it is, you know that the interference you have to overcome that, then when you are preparing.... producing a text, then you have to deal with your acquired knowledge of the foreign language and that is a very exciting phenomenon. So all these methods you have...you can't sort of.... isolate a method and glorify it. I think foreign language teaching has to be....has to deal with what the goals are, if it is a 5 year integrated program. If it is a COP, it is a different 'Zielsetzung' completely. So that is basically it is. One has to have a much differentiated approach to teaching. But all these individual methods do play a role.

So, there are some changes in the teaching practices that you are saying and all the changes were as good as all other changes.... all the methods also contributed to...

Yes, well, you see, I think the JNU model is quite good where you have three teachers in the first year. There is one teacher who introduces the grammatical structures and looks at text part as part of the textbook; the second teacher does the practise of all these structures which had been introduced and so on. The second teacher lays more stress on the oral component, then the third teacher who does exercises. So in this way, it is a revision. I think this model is really ought to work very well in an intensive language learning program. In regional universities, where you don't have, you know it now of course you do not have that kind of intensive language learning program, that is where I think the same teacher has to divide his classes in this format, so sometimes it is the introduction of the thing, the second class is the oral component and the third is the revision and so on.

How do you assess current employment opportunities for foreign language learners?
Well I do not have the data. In fact it has been one of my... I keep telling my research scholars, I remember this also that there is a need now. Now at the Centre of German Studies, 30, 40 years old, to do a kind of a project to find out what all these people are doing, in which areas, in which professions they have been absorbed whether it is only German language learning, language teaching over the years. But I do not have the data. But I can see that there are ample opportunities. Many people have been absorbed in the call centres, in the BPO sector and so on and so forth, in multinational companies. People have been I remember in those days, when we were studying and we were about to finish our masters, Bharat Heavy Electricals started their own department of translations in....and some of our....my colleagues and fellow students got absorbed there. So, these multinationals like Foreign institute of Volkswagen, they have their own language department. These are.... in those days attractive, charming opportunities were the embassies, you know the embassies the foundations

because they were always the lure of visit German speaking countries and so on so forth. But I look at the embassies, the local staff is basically are all our students; they have done either primarily at JNU and Delhi University. Some of them of course, were from Max Muller Bhavan and so on and so forth. I think there is.... I have not come across a single student who has completed his masters from JNU, who has not been absorbed in any professional kind of a scenario.

Do you perceive any changes in the employment pattern for foreign language learners in your career span as a language teacher?

From 78...., yes as I said.... you know, we all basically.... for us, the teaching profession was the primary thing because most of us actually were very passionate about that. But otherwise, there were people as I said like tourism was a huge thing. Most of the translations students I remember in those days, R.C Gupta's class they were absorbed by the tourism industry. They did their tourist whatever guide ...whatever exam and so on and so forth and they earned a lot of money you know. That has continued....that has continued till now. Then I see lots of.... lot more openings and tourism is one thing then all these administrative, like clerical jobs in foundations and so on and so forth is one thing. But I heard also from a.....from a director of a foundation in Delhi, he said 'I had an assistant in my office who has done her German from your University and she cannot write German. So, I mean you have to swallow these things as well. You know, there are people, whose German is very good. They have developed the passion which they want to impart it also to others and they end up in this profession or they....they become translators, good translators you know. So, some things as I said tourism and so on and so forth clerical jobs in multinationals or embassies or foundations....they have remained the same. And then there are other openings also. Somehow or the other people seems to find call centres, or BPOs so forth and so on. They get the job and then they come back and say that it has nothing to with German. I mean, I got the job because of my knowledge of German but at actual practice I am not using my knowledge of German at all. Such....(laughs) paradoxes are also there.

In your opinion what are the reasons for such a change?

Globalisation to use one key word, German multinationals establishing their production units in India and that is big one thing. I remember it was some years ago, there was a student, and she was not a very good student and one day she came to the centre with a box of laddus and she said "well, I have got a job in Bangalore" and in those days the fourth pay commission was not yet in place. So, our salaries were still pathetic you know. She came and she said "well, I am earning more than you are sir. I mean 25,000 Rupees a month I am earning" we were all flabbergasted. Because she did a degree with C+ or B- or whatever it is and she gets a job and begins to earn more than....than we do. So that lure of.... employment was... there. But at the academic level, I think what became very important also was foundations like 'Hanseidel ' foundation you know, coming out almost on par with the DAAD in terms of their offers they made scholarships and research fellowships and so on, which I think has been a major factor you know. DAAD having a new passage to India so that there were also lots of opportunities to pursue research you know. And I think most of our unlike in our case, when we were studying here, I think each and every student gets an opportunity to go to

Germany, whereas in our case, 6 of the masters students in their first year masters were able to go to Heidelberg. You know everyone goes. You have summer jobs, you have summer schools, parents are willing to shell out the money for foreign travels of their....of their children. And so, exposure that is the key perhaps, exposure to the German speaking country is....is much readily much more readily available to our students today. That is also another aspect of globalisation you know. Also there are....there are jobs will appear and jobs which have nothing to do with academics. So...so what these jobs are, what is people actually do, I don't know but they probably speak little bit of German to their clients or they sit on their computers and speak, prepare text to a client who has bought a washing machine in Germany and who is having problems and this person explains etc..etc...You know that. So lots of changes have happened.

How does it reflect in the classrooms/ your strategies?

Well classrooms, I think.... first time when call centres hit the scene in Gurgaon and so on and so forth, we realised that our students in the 9 o'clock class were half asleep and we just did not know what was wrong and then we realised and then I used to.... when I used to walk pass Kaveri, Periyar and Godavari you know, in the morning when I go for my.... taxis bringing back these students and they never disclosed the fact that they were working in the nights you know. Very soon we realised that most of these people were studying there and they were earning a lot of money....they were earning a lot of money so there was.... a certain degree of arrogance and there was a certain degree of complacency 'I do not need you' kind of a thing. They had their bikes, you must have seen in the campus, the number of bikes went shot up like that. The campus never had so many vehicles you know standing in front of the hostels. It was all due to these jobs which students did which I think was never there when we were.... The other thing of course but I suppose we will talk about later the other aspect is that of internet. How that internet has brought us....has brought about radical paradigmatic change in one's attitudes to study you know, the smart phones so forth and so on. So there are these changes are...

Do you think that market demand for foreign language experts have influenced the motivation of the foreign language learners?

Well, I still belong to the old school. And I remember in the late 80s and in early 90s, the school which does not have a placement cell and there was these outreach program and so on and so forth. And colleagues from other centres within the school were taking the stand that conventional German studies, Germanistik... literature, philosophy, culture, this is all nonsense. Because it does not... there is no catchment area you know, that was the word that they used. That people are not interested in doing language doing literature, culture and philosophy. They just need some knowledge of the language in order to be able to get a job in this, so we have to cater to the demands and interests of the market. There was one trend which was resisted very vehemently by most of us. We said this is not we are a university, we are a research oriented set up. So you can have a private school, a training institute or a language institute which caters to these interests. We have no issues with that you know. But as a university, we need to be very clear. So, let there be no confusion. A university is not

meant to produce on a conveyer belt people have some knowledge of the language and therefore can be absorbed meaningfully in the market. That is not what a university stands for, in my mind.

Do you perceive any changes in the learners' motivation among foreign language learners to learn a foreign language in your career span as language teacher?

Well, I think all these that I have said earlier are basically responsible for this question, that the tremendous changes that have happened, you can't sort of put your finger on one thing and say 'that has caused this'. All these things have come together and the scenario has....has changed completely. Very few people and those people who remained in academics, you can see that their language also is better, their commitment to, their passion for reading, and thinking is enormous and these are the people that we sort of pin our hopes on you know, that they... and not people who reduce language to means and a tool to.... earn money and livelihood. I mean, there is nothing wrong in it. But a university is not meant for that. That is the only point I have here.

But this....this as you are saying this, how does it reflect in the classrooms? Also do you see that these two types of students coming in or JNU takes only the one type?

No, no, no. They are all there and this is a huge issue you know you remember the entire debate about the delinking and so on and so forth. My point has always been that ...that for three years, you do language, some history, some culture studies, some translation, and some introduction to linguistics that becomes a model. At the end of the sixth semester, the student has the opportunity to decide whether he or she wants to continue in academics or whether wants to go out and take up a job. That is where I think it should happen. It does not happen because some people they just hang around you know. They just stick on for no rhyme or reason. And these are the people in whom you will find the drop out rate in the seventh semester, at the end of the seventh semester, they say, they think that you know this theory of literature, philosophy or reading novels we can't cope with that kind of thing and they opt out. Some are....you see, another major change that has happened is, earlier for the UPSC exams, for the IAS competitive exams, foreign languages was a subject. It is not there anymore. So, many of our classmates in those days, they pursued foreign language learning in order to get... score good marks in that and then eventually pass the UPSC exam and became IAS or so on. That is not there anymore. But to compensate for that you have all these other things. But for the IAS exam or the competitive exams, the syllabus if you look at it like that, it is really on par with the BA syllabus. You could not clear that exam, if you are....if you are not informed.... about the history and about these end and other ends and at the same time your language competence was absolute.

Do you perceive any change in learning expectations of the foreign language learners in your career span as a language teacher? Learning expectations.... change in the learning expectations of the foreign language learners?

Not really, I find that I think that we were less confused in those days. Today there is a greater confusion they do not know. If you ask them what is it that they want to learn, I don't think that you will get a meaningful answer for your question. When we were studying and we took up the language, we knew that writing competence, speaking competence, the thinking competence, the translating competence you know, they all were part of this, our approach, partly because of what the institution taught us was a holistic approach, the language. Today it is probably not so. I don't think today people understand this notion of 'Ganzheitlichkeit' this... this you know, the holistic approach. What they.... what they do you know, is this fragmentation like Wirtschaftsdeutsch, you know, German for Commerce, German for this, German for that and so on and so forth. We never.... we were never brought up in that kind of a scenario and I don't understand that. But students, I am not holding them responsible for the confusion, because they just don't know.....they just don't know what it is and academics is not as attractive proposition as the others are, because they know that it requires a lot of hard work and....and they lose patience.

Do you think that the so called changes in learning expectations just now you have mentioned there are two types of groups... resulted in better learning outcomes?
It is a process Mathews and the thing is their expectations also evolve. Because as I said it is from confusion to clarity and so it evolves. So if your expectations are reasonable, if you know where you stand vis a vis your language competence then your expectations also becomes reasonable. So I think....I think... if you are honest about your expectations and about your limitations and about your willingness to improve in this area of language learning and so on, then I think you can have something....meaningful happening in your life. And these people, I remember, there was a student of mine, whose father was a classmate of mine in school, and she decided to come to JNU and do her masters, and her parents landed up at my place and they said "she wants to do now a MA in German. Now you tell us what....what she can do? I said well, I can't promise you anything; the only thing is that whatever she does, she does to the best of her ability and not worries about the future. There will be a job for her." And that is I have stuck to that, if I am good, somehow or the other some....some job is there and I can because see that....what happens is that if I am good at what I am doing, then it is the entire approach to whatever job you give me, you give me a job of translation, of teaching, of reading or reviewing the book or whatever it is my approach that is where the training is. So my approach remains the same and that is something which the university education has given me. And what is then I have to, I am happy anywhere. You know, you put me in any situation with German and I am comfortable. Unlike people who say you give me 'Wirtschaftsdeutsch' I am comfortable only in 'Wirtschaftsdeutsch' and you teach me or tell me something about literature, they say "it is not my area". This kind of fragmentation is... doesn't help.

Do you think that the changes in learning expectations of the foreign language learners improved the learning ability of the learners?

I hope definitely, definitely. If their expectations are clearer, not confused any more, you know like for instance, in a research project, and you know that if your 'Fragestellung' if your research interest has been formulated in clear terms, if there is no confusion, doesn't that expectation help you to come out with a....with a well formulated research project? It does, isn't it? So, I think the idea is to....is to become clearer in one's own mind about one's expectations.

Which are the textbooks that are used to teach foreign languages in your career span as a language teacher? Or did the books change?

Books changed, books changed that doesn't make the books that we started with… were bad. I started with the classic 'Deutsche Sprachlehre für Ausländer' I started with that. In MaxMuller Bhavan, they started using a more dialogue oriented book called 'Deutsch als Fremdsprache'. So those were the books that I was brought up with. There itself was dichotomy. One was more spoken German oriented, the other one was text oriented. But I find that this Schulzgriesbach's book exercises have stood me with such good stead, you know because you have ten exercises after whatever…the accusative has been introduced or dative has been introduced. These sentences, the 'Pundits' may say are artificial, alright, that in this form you are never going to use a dative and accusative combination in your Altagssprache ever. But it makes a point it makes a point that you know that the dative object is an indirect object and accusative object is a direct object. So, that is something which becomes very clear. So it is really was very good and generations have learnt their language through these books. So, they were never obsolete. The texts they chose, but today like the last time I taught it was, what was it…Lernziel Deutsch or something I forget now the…the… but very good and I remember the reunification and all these topical issues they have to be part and parcel of the layer where that you do and that is where the Schulzgriesbach and 'Browniendeutsch will not work. It is absolutely clear to me. So I think that lot of work has gone into the formulation of the textbooks of today and I quite like it. They talk about the problems of youth of today, not of 60s. So it's not a question of wearing jeans which used to be an issue in those days. That is not an issue anymore. But it's about other things, it's about lifestyle of the youth the Wohngemeinschaft'and living with immigrants and so on and so forth, very, very good I mean I find that was….. I was involved in the project which the centre started 'Deutsch für uns' where you are dealing with a group of students, I don't know if you have seen the text ever and I did the 'drawings for that text also. This was yes, yes early 80s and I have done the 'Probelauf' of that text also and it worked very well. So it's a story of one Indian student going to Germany to learn German and he is in a 'Deutche als Fremdsprache group which is a situation where you have a person from Africa, a person from Japan and so on and so forth, they all learn the language together. But from the perspective of the Indian language learner you know, which was the idea and which was very good, unfortunately it never got published that thing, because it needed a lot of work which I think that none of us were able to… But anyway, so I find that it is very important to make the textbook talking to, to talk about today's issues it is very important and

today's language, the slang, the language of the youth, very difficult to strike a balance between the classical language, the German as we have learned it in the literature and philosophy and so on an so forth and the Altagssprache, which is changing, influence of English, the influence of other languages and so on and so forth. The whole thing, very important.

What are the criteria involved in choosing a textbook for a course?

All those things I have just said now. It has to be absolutely topical, it has to address both the issues of German as a classical language…. the classical German language of whatever the 18th, 19th century, early twentieth century that never become obsolete. The language of realism Heinrich Böll, Siegfried Lenz is very important writers. And… and today's langauge what was going on today's Germany. The Goethe Institute had in those days used a slogan which said 'Deutsch lernen, Deutschland kennenlernen' and I think that stands. That Deutsch lernen and Deutschland kennenlernen and Deutschland is changing after unification it has become a part of Europe of European Union and so on. So the Deutschland that we learnt about going to East Germany from West Germany in those days with that entry passes one pink and one Green you know, crossing Checkpoint Charlie you can imagine for us as students in those days was very exciting. Today that excitement is not there. And yet you know Berlin Alexanderplatz this is where etc.. etc.. those. So, textbooks need to address what is happening today very important.

Do you perceive any change in the methodological orientations of the books that are being selected for specific courses?

Absolutely as I have said it and the struggle has always been between I mean you see the spoken and written. All textbooks struggle with this. And if it…. if there is an imbalance, then you can see it in your classroom immediately and then you have to supplement it with other materials. If you find that the textbook is o.k, very good for spoken German then you have to supplement it with other material which is short story or whatever it is, so that they get use to the written German as well.

Do you perceive any change in the teaching methodology followed by you in your career span as a language teacher?

I… as I said you that…. I am quiet convinced of the method that I use and I see….I see the results. You See, I am not complacent about it but I see the results. I find that most of my students, if you look at the MA fifth years, Kajal, Saurabhpal, Anjali and all these people they were all in my first year I taught them for two semesters. And I think if you compare it with the others, I think their language competence is very o.k. Their ability to read text is…. and that is what I wanted to achieve and so it was. Saurabh can read philosophical texts, so can Kajal they can read and they don't have any issue in reading longer text and that is what I started doing in the first, there I followed Heinrich and I said I am not going to stick to this textbook only I am going to make them read. Because story is…. has something to tell you. And you have to then you get involved immediately. As students you get, as a reader you get involved in the narrative very important. And then slowly side by side you learn the language

also. You know, you are the part of the narrative, you know what the writer is trying to tell you. You try and reconstruct that. So, Nacherzählung of a short story, very important exercise to my mind.

Do you perceive any change in relevance and use of media for foreign language courses in your career span?

Well, Yes, I suppose so because today for example, you have the smart boards in classrooms. So, you can actually if you want the spoken competence to be accentuated, you can actually start internet and you can have the Deutschewelle in the class something which we never had. I mean, we were completely dependent on the films for which you have to find another slot. So you did this and you went and saw all series books in the DaFL Guten Tag, and Wie gehts both the parts. That is not necessary anymore. It has become you know if you want this component, click away, you want that component, click away. If you want a visual it's there. So, one has to use these media innovations very intelligently you know, in order to ensure that students don't become dependent on it, because that is what I find and then smart phone or the tablet you know replaces the book, which is …which is a horrible development… very, very negative.

Would you like to elaborate why it is a….its a negative that it does not allow them to learn or distract or how do you…?

See, the technology allows you to be dishonest you know. A book and the Nacherzählung which you write does not allow you to be dishonest. Technology you can copy and paste very easily. If you are smarter, then you can change the sentence a little bit, but the basic content of the argument is not yours. So, you are making someone else's thoughts your own you are claiming that they are your own, whereas, you as a human being, your contribution to the text that you are producing you see and claiming that is your own is not there. And so, you do not grow as a human being. That is my problem. If you are aware of the dangers of the technological…whatever…. arrival of technology in foreign language learning then you can use it very smartly, very intelligently. But most of the people do not use it intelligently. They use it in order to make things easier for them and that attitude, I don't think is…is correct.

Do you implement the Digital Media for language teaching?

I never did it frankly. But there were…there are people who did it. I…as I said…I remained text oriented and I always remained that.

In Europe, European Union (CEFR) and U.S.A (ACTFL) have implemented standardized proficiency levels as learning objectives in the foreign language curriculum and syllabi. How do you assess the Indian situation to these kinds of standardizations?

I don't know what this is. You must explain to me what these are…

These are… CEFR is the Common European Framework as A1. A2, B1. B2 and C1 proficiency levels and American is that you know the elementary, intermediary and all..

But what does it mean….

These are the learning objectives… proficiency levels as objectives in their syllabi and curriculum, so my question is that what….whether India…at present there do not have any standardization. So are you for… should we have one or we should not have one…what are the consequences… what you think? How do you assess that situation?

Standardization for all the Indian universities, all centres of foreign language learning that is what you are saying?

Standardization of not the centres, standardization of proficiency levels as learning objectives….

It is difficult. I mean it is a complex issue. Because I think you are talking about different competences you are talking about translational competence, literary competence, and philosophical competence and cultural and so on and so forth. I wonder whether standardization is possible because there is too many overlapping, too many intersections of these. And standardization always fragments the whole further. Because it just wants to make things simpler and it suffers from that worked understanding of order that is not really in order, as you know a literature student can be an extraordinary translator for instance you know. And so, he may not be therefore in a position to accept the standardization meant for only literature or meant for translation, because for translation you may have linguistic criteria for instance and there he may be completely at sea. He would say that I do not….I do not use these linguistic norms in order to translate I am a literature student I understand I have a literary competence and I do not have linguistic competence and I understand all these things and that is why I translate and my translation is better than someone who fulfils the criteria you know of that standardization, he is a qualified translator and yet his literary translation is.... could be absolutely not acceptable. So there are these….

But the question was here not these levels of standardization, language levels as proficiency levels. Proficiency levels mean the skills…

So this is related to your earlier question about expectations you know and if you want the expectations to be stunted and end at the first year then the standardization is o.k. My expectations are …I want to do good masters, and I want to do a research and all that then you know that….can standardizations…. facilitate the evolution of expectations….is the question. And the standardization the word itself does not allow for something like an evolution or self reflexion. When I say standardization, I don't give you an opportunity to critically reflect upon standardization. As you simply succumb to it, take it or leave it kind of scenario, so that critical competence is….

Do you perceive any change in the curriculum and Syllabi of the foreign language courses in your career span?

Yes, I think that is…. I am a literature person and I find that it is a classical problem. It is a problem of canon you know and we all grew up with certain canon that these were the texts that you ought to have read, if you want a masters in German studies with specialization in

literature, I am just giving an example. It has nothing to do with the German as a foreign language but with the masters program. You are dealing with the canon. So you have done your Goethe, you have done your Schiller; you have done your Kleist and so on and so forth. What has happened today is people think that their knowledge about the German literature has to be topical which is correct. So, I can….you are in a very strange situation where I can talk about an immigrant writer….writer.... writing in German like 'Yoko Tawada' o.k, but I have not read Goethe. It's a very absurd situation. I mean I am talking about… rather the 'Gesellschaftstheorie and Interkulturelle Germanistik' in the conference in two years ago in Mumbai they invited Yoko Tawada as the chief guest, which is exciting for whom for someone who has already done the gap. For someone who doesn't had the canon, he has no clue about the Germanistik and he thinks that Yoko Tawada is a Germanist which is not true. You understand… so, it is one of the major challenges. Finally I have written about it in the JNU thing, Devendra Chobey asked me and I did it in Hindi… Parisar. So it is one of the… how do I strike a balance between my knowledge of historical evolution of German language and the literature on the one hand and what is actually the globalization, the pluralism, cultural pluralism etc.. etc the whole scenario which is happening today how do I strike a balance?. if I focus only on this, then that entire knowledge of history and so on and so forth completely goes out of the window and then I am in an absurd situation where I go from here to a German University and I say I have done my masters in German Studies from Jawaharlal Nehru University and they say "well, then you must have read Guenther Grass and… No, I haven't read Günther Grass. You must have read Kafka's or Goethe's this or other, I haven't read. Then the question arises about standardizing that the kind of curriculum you have in German Universities, even they are facing this problem. My colleagues from German University, they say the same thing. They say, we are having a huge problem that people on the one hand lack or not reading very passionately or they are not willing to read anymore and therefore, the interest in classical texts has completely….completely gone. They do it because they have to do it you know. And so, I think that is one of the major challenges how to strike that balance between what is the established canon and how do you change that canons?

What are those changes that you assess positively in relation to curriculum and syllabi changes?

Well, it keeps us on our toes, the teachers. But when I look at the students and their expectations, I come back to that question of yours, I wonder whether….whether this kind of …like for instance there are colleagues who are now up to date as far about Gender studies and they talk about gender studies. So, people think that Germanistik is equal to Gender studies you know. And so, if you are talking about Gender studies and then they do not talk about anything else you know. And…. that is …that is where I have a bit of a problem that if I am so passionate about gender studies and about feminism, no issues about these subject matters, absolutely none, when I am talking about… these are… like those days Marxism was so such a charming philosophy that everyone thought Marxism was equal to Germanistik or something like that you know. And the Marxist philosophy was the only philosophy that you have to… Similarly, I think we will have to our passions, our interests, like for instance if I

have interested in philosophy, I can't for instance claim that learning philosophy is equal to Germanistik, No. Or what for instance a colleague of mine who studied philosophy, he cannot and I keep telling him that if you are here, philosophy has to be dealt with in relation to literary texts. These are the texts we are not the centre for philosophical studies. We are the centre for German studies. Let us not be oblivious to this fact that we are a centre for German Studies and there for German literature is extremely important. What is happening in Latin American countries, in African countries, very important for us to take cognizance of, there is no question about it. But if it forms or it becomes the part of my mainstream Germanistik I can't justify it, you understand. Great things written by African an writer, who is doubting that? But if I make them part and parcel of my mainstream teaching here in Centre for German Studies, then it becomes a bit of problem for me. I can't justify it. I can't, my mainstream has to be there and periphery has to be there, that balance has to be done.

What are those things that you assess negatively in the side of curriculum and syllabi?

Positive and negative… I mean...as I said…I have… I mean, there are apprehensions there are time and day in and day out we deal with our frustrations. And we come like for instance I mean, how can I accept the situation that I am teaching a masters class or an M. Phil class and students haven't even heard the name of Maxfrisch and they haven't even read Andora. It is something which is…so my problem is therefore do I start teaching Andora at the M.phil course, do I do that or how do I you know? These are my…my concerns. And I am absolutely open to this and I am open because I have a son who…who doesn't read you know and when he was doing his graduation, and I thought that now is the time to sort of hand over whatever things I have learned to him, so I made a kind of semester Handapparat for him on his desk, of texts like Camus and existentialism and so on, things that I have read in college. He didn't touch a single one of them. He only read 'catch her in their eye'. That was the only text that he read. I have to accept it, it took me some time but I have to accept that these generations just not want to read the kind of stuff. So that is something which I have to struggle with on a daily basis. I can't insist that my way is the high way. I can't do that. I have to also try and understand and accommodate what is that you want to do. If you want to see films let's see films, talk about films and so on and so forth. But if you are see, the progress from first year German learning, learning of German as a Foreign language to masters, if my journey begins with I like that book, forget book, I like that film,o.k, I find…I like that film that is the first year first semester. Ya, 'der Film gefällt mir sehr gut' as the first sentence. If at the end of your ten semesters you cannot go beyond this formulation, then I think there is something seriously wrong. If a tenth semester student also says 'mir gefällt der Film' or 'mir gefällt dieser Roman sehr gut' was bedeutet das? What does it mean? Can you talk about it. Then what have you done for the last ten semesters? You understand? It is this ability to justify my value judgments. I like something, in ten semesters; I evolve as a student, my competence to be able to talk about my value judgments. So I can when I say I like this film, I can talk for about ten minutes to tell you what that means, to say that this film is good. That means I am aware of the history, I am aware of all the changes that have happened and I am aware of the form, content, issues and so on and so forth. So this is….this is where I am. These are my concerns and then I am willing to address them on a daily basis. It is not…this course never

comes to an end. You find a good student, you think whatever it is, someone, a student of ours is now teaching in Pune wrote to me an SMS, sent me thing on Whatsapp because he has asked his students to give him a feedback and they wrote a feedback you know very highflown whatever, 'Aap jaisa koi teacher hi nahi hai' that kind of a thing you know he was thrilled. Now I look at that and I had…there was smile on my face as well you know, because one has gone through all that. The idea is to sustain that. That is where the sustainable… another student who has now almost given up her research, teaching in a very plush school and she said to me once, you know, you have been teaching 37 years now, she said, 'man gaye' how can you teach for so long? I mean your question with… so I mean it is not…it has been a struggle….it has been a struggle with oneself, it has been a struggle with the subject matter, you have to make changes, you accept where the world is going, you have to accept globalization, internet, smart phones, all these interferences in my understanding of what German studies are. I have to change all that, so the focus I keep on myself, I need to change in order to bring about you know well, bring…in order to achieve a goal which is more tangible, where students also know what we are talking about and more importantly that teaching a foreign language can as I said semiotically that is begin to relate to themselves.... their own life. If you can achieve that in foreign language learning and teaching and so on and so forth, I think the first step is already taken. Then it was your journey. Then you do what you want. But has it opened up that thing which was kept under lock for long for no rhyme or reason. But suddenly you come and you start reading Kafka and say "my god, he looks at reality so differently" and you start questioning your perception of reality. Has that process begun and that process begins here in JNU I find and in M. Phil, PhD, you will agree with me that that is where you actually come to terms with yourself and that is how you understand all these years that have gone in learning of this language and literature and so on and so forth, that this is where I am. So one has to give time, time. One has to give students also time. One can't insist that because you are not doing this that means you are wrong. That is not the thing. Whose time will come when, you never know. Some people grow in the first year MA; you know that they are they know what is what. Some people take more time and some at their second semester of M. Phil you find 'Aha, he is got something.'

Suppose if you are designing and planning course curriculums fro foreign language programme under current socio-economic conditions of India, What could be your major considerations?

I think first and foremost I have to….it is not a theoretical question. I would analyse the group of students that I am working with, what kind of languages, language background they have, what kind of literature background they have, and what kind of cultural background they have and then devise things accordingly. So if I find that you know and I am teaching in Pune and the majority of the group is Marathi speaking, then I would my approach would be multimedial, I mean, I would film and TV this, that and the other and literary texts, I would try and work out a syllabus and a curriculum which is multimedial true. And so that people have the opportunity to build bridges between what they never knew about themselves. So there is an opening up, when you learn about something about Germany and they knew sort of have a medial input, a sort of make them aware 'Aha'. In Marathi, there is a film called

"Dewool" and this you look at "Dewool" and you are doing a critical theory. Don't you think that this"Dewool" is a complete critical theory, absolutely Adorno? God yes! It certainly gives that kind of effect I think where both things start making sense. The inputs from German studies and the cultural manifestations of all these philosophies, and movements and art movements and so on in your own cultural scenario. And because German foreign language learner is always going to be a cultural mediator and always going to be a translator. You are always going to be translator you know. So it is Kultur-transfer which is happening both ways and has to understand that. The student has to understand that. The curriculum has to facilitate this understanding. And for that focus on just German is also not correct, the focus on just your thing is also not correct. You have to that is why making a curriculum is not a theoretical question. You look at your group and then you formulate a curriculum keeping the basics intact which is I can't sort of circumvent accusative, dative and genitive. I can't do that. But keeping the basics intact, I will have to see how I can address the issues of a basically a multi-cultural group that I have and how best can I address the expectations, aspirations…, ignorance of each one of them you know. That is how I think in India, teaching German language German as a foreign language and all these of very, very challenging thing, if one wants to do it properly, if one had the... But I think we are all aware of this which is I think the first step that at least you are aware of it. Earlier, it was not a question it was like a language school where you this is 'yum' you know nothing else. I am not concern about the learner, but if I am concerned about the learner, I am concerned about the society, concerned about you talked about socio-economic conditions and so on and so forth, if I am aware of all these things then my entire approach to teaching changes and that is very important.

Thank you sir.

Interview 4

Date	17/01/2017
Venue	Office of the Teacher at JNU
Duration	26.18 Minutes

I am doing a PhD research on "Impact of globalization and IT enabled services industry on Teaching and learning of Foreign Languages in India" at Centre for German Studies, JNU Delhi. This interview is a part of the research and I need your consent to record it for the research purposes. Is it O.K?
Ya, O.k.

Could you please share when you started your teaching?
I started teaching in 1978 when I was in MA final year in JNU.

Why did you teach foreign languages?
There is no special reason. I just got interested in foreign languages and learned German started teaching, after doing MA I started teaching

What are the courses that you have taught in your career span as language teacher?
First two, three years I taught COP, Certificate of proficiency that certificate was for scientific German. It was a special COP for scientific German. After that I have been teaching in BA and MA. I also taught in some private institutes, management and engineering students.

Could you please share about those things that you liked in foreign language teaching?
Big advantage is that we learn about culture of a different....of another country. We get to know the culture, people living outside India, outside our background. That is a big advantage. We also learn from them.

What are those things that disappointed you in foreign language teaching?
Actually I think this foreign language teaching is just like teaching other subjects. Every year we get some students who are highly interested and motivated and they do very well. There are also some students who cannot cope up with the workload or they disappointed and they leave or after some time they cannot do well. So I think it is just like teaching other subjects. There is no special thing about this.

Do you think that the language teaching practices have changed in last 25 years or in your career span?
I do not think that there is any change....there has been any change. Earlier also, may be now because the advancement in the technology, people are using more and more audio and video programmes but otherwise I do not think there has been much change.

You are mentioning because of technology.....
Because of technology ya, people are using more and more audio and video programmes and internet is there. In our times when we were learning, fifteen, twenty years ago there was no internet. So we have to depend on the written texts. Now people are learning so much from the internet.

Next question is a related one, you have already answered it...what are the reasons for those changes?
Ya. Because of technology, mainly because of technology, audio video programmes and internet. That is the reason.

How do you assess current employment opportunities for foreign language learners?
Employment opportunities are increasing. Because may be many....many MNCs many big companies are employing people knowing foreign languages, so whenever they have to correspond with foreigners they can use their language skills. Government is also opening new and new universities, colleges and they are also offering foreign language courses. Employment opportunities are increasing simultaneously the number of people learning it is also increasing, so both....both of these are increasing. Number of people learning, is increasing and employment opportunities are also increasing. The ratio is almost same.

What are the reasons for such a change?
Increase in the employment is ....because of the Indian economy is opening. Many, many foreign companies are coming, MNCs and direct investment is also there. Foreign companies are increasing because of these opening and modifications in the economic pattern. Foreign companies are big companies.... international trade is increasing. So that is why companies appoint many people learning foreign languages. And then the employment is also increasing in BPOs and KPOs because this is also well established industry in India now. That is again due to technology, because of the internet. These companies are working for German, for European, for American, for other companies and they employ people in India and converse from here through internet and so.

As we have already discussed now that you shared me that there is an improvement in the employment pattern because of the MNCs.So does this improvement in career opportunities reflect in the language classrooms/ your strategies?
Only to the extent that the number of people who are learning foreign languages are increasing.

Do you think that market demand for foreign language experts have influenced the motivation of the foreign language learners?
We can say since the demand for the foreign language experts increasing, because employment opportunities are increasing, more and more people are learning foreign

languages and then again the ratio is almost the same. The ratio between the learners and employment opportunities are almost the same, maybe it is increasing. Some people are highly motivated they achieve good results and get employment also but on the other hand some people also get demotivated, they also loose after one or two or three years they lose their interest because students who are not able to learn language well, they get.... they loose interest in foreign languages and they cannot do well. So demotivation is also there, because all the people.... all the people, all the students who are learning foreign languages, they are not getting employment. They have to wait for a long time. Even in our centre many people are doing M.Phil/Ph.D, so many people are doing MA, not all of them are getting employment. So, they have to wait for many years that is also reason that the motivation goes down.

Do you perceive any changes in the learners' motivation among foreign language learners to learn a foreign language in your career span, you have a career span more than 25 years, so how, whether you perceive any change from earlier generation to new generation in motivation to learn a foreign language?
I think the pattern is the same. Earlier also in our time, earlier also some students were highly motivated. They learn well and good and got employment in this area. There are also some students who could not do it well and could not get employment in this area, they seek to other areas. I think it is almost same.

Do you perceive any change in learning expectations of the foreign language learners in your career span as a language teacher?
Learning expectations....

Learning expectations means how much they really want to know.... is there any changes in your career span or in last 25 years?
Now, I think anyone who comes for foreign language course I think in the beginning everyone expects .....they expect to do well and get an employment in this area. So expectations are very high in the beginning and after that it depends on the achievements, how well one is doing. People who from the very beginning are doing very well they achieve good results and get employment in this area but there are also students who cannot do well. They lose interest. Then expectations then again vary.

Do you think that the changes in learning expectations resulted in better learning outcomes?
I do not think this is changed.

Which are the textbooks that are used to teach foreign languages in your career span as a language teacher? Did the textbooks change in your career span?
Textbooks have been changing almost every year. We learned from different textbooks and I have been in this field for almost 35 years, 40 years. We learned from different textbooks and now the textbooks are completely changed. Almost every year or every two, three years we are changing textbooks.

What are ...., can you elaborate what are the major changes that you see from the older books to new books? What is also the rate of change, rate of change means how the new books are being introduced? Are they introduced nowadays very faster than the previous times? Some books you may use for two years, three years, five years now it is every year as you are mentioning that books are changing....

Textbooks which are we use, which were used earlier based on simple textbooks which more direct texts and dialogues, very few pictures and … But now the textbooks are more and more colourful and more and more dialogues and the texts large texts are decreasing. In the new textbooks there are hardly any large texts, small texts, lot of pictures and they are reflecting the changes in the society. More and more communicative and culture oriented, communication oriented. That is again due to technology, printing technology is increasing. The interests of young people are increased in pictures, colourful things, culture etc…

What are the criteria involved in choosing a textbook for a course? What are the reasons for choosing a Textbook for a specific course from your experience?

While choosing the text book we see the contents of the textbook. I think well, for language learning we see whether the texts will be liked by the students, it is…. if it reflects the present, current interests of the young people, or it gives more information, or how much it is more communication based, culture based.

Do you perceive any change in the methodological orientations of the books that are being selected for specific courses in your career span?

I think this thing we have already discussed in our previous discussions. Earlier there were texts which could be taught like we were taught in the class. Present books they have more and more dialogues, between two and three people, between two or three students and they take part in the dialogues in the class. Now it is more communication based lot of participation from the students. These are the changes.

Do you perceive any change in the teaching methodology followed by you in your career span as a language teacher?

Nothing but there has been change, but there it is….the changes are also the same as we can see in the textbooks. Earlier we were teaching grammar doing lot of, lots of exercises now more and more participation from the students expected like we make the groups of two or three students and play dialogues in the class. So it is in tune with the new textbooks.

What are the reasons for such a change?

One big reason is it makes learning more interesting. Earlier books and teaching methods were….have been serious kinds …teacher was teaching, students were learning. In these new textbooks and new methodology of language teaching more

and more participation from the students. This is to make language teaching, language learning more and more interesting for the students, greater participation from the students. It is not just teaching it is more learning.

Do you perceive any change in relevance and use of media for foreign language courses in your career span?

Actually there are ….has been an increasing role of media in language learning. Personally I feel it is very difficult to use such things in the class. You cannot use much. Because if we…because these media can play….., can play good role in language learning but not so much in teaching, because if we depend more on media, then we need more time. So within the given time, it is very difficult to cover the syllabus to do much in the class. Media can play good role, big role like students can use them themselves independently. This can be supplement to the classroom teaching.

What are the reasons for such a change also the increased use of media for language learning? What are the reasons for such a change?

Such things are now available. Earlier these were…..these were not there. In our times only audio cassettes were there and the video was very, very few places. Nowadays there is so much increase in such textbooks or courses and different types of materials available because with the increase in the progress in technology this changes…. the things are changing. Lot of materials of different types of audio, videos available in the market and if something available in the market people tend to use it.

Do you implement the Digital Media for language teaching?

I do not use so much, very rarely. Only sometimes I use audio video cassettes. Because I told you the digital media can be used by students independently also. They can also and that can be a supplement to the class teaching. If you use lot of digital media in the class then teacher's role is very limited. So I think it can be used by the students outside the classroom.

What are the criteria that are involved, in case if you're using, for selecting digital Media for teaching?

As I told you I do not use so much digital media. I think less.

You recommend for self learning….

Ya.

How do you assess the digital media intervention in improving the learning outcomes?

Student can learn much better with the help of digital media but they have to use it outside the class themselves. Most of these media like audio, video cassettes and audio video programmes they can be used by the students themselves outside the class and they can improve their learning definitely.

How do you assess the digital Media intervention in relation to improving the learning ability of the learners?

It is almost same as the previous question. Digital media can definitely help in improving the learning ability of the students. You can learn much better by many more things.

European Union (CEFR) and U.S.A (ACTFL) have implemented standardized proficiency levels as learning objectives in the foreign language curriculum and syllabi, A1, A2, B1,B2 and C1,C2 these things. How do you assess the Indian situation to these kinds of standardizations? Whether we do have or we do not have or what do you think should we have or not?

I think we do not have such standardized levels. In our centre for example every teacher is free to decide the course content, the method of teaching the outcome what is expected. I do not think there is any standard or syllabus something. Every teacher is free to choose syllabus

But how do you see that whether these kinds of standardizations will help teaching or it will not help teaching?

Definitely it can help. I personally feel that there should be some…. some standardized or some common curriculum, syllabus everything. There should be some fixed things in Indian context for entire India. The present situation is in India every university, every institute, and every college is free to decide. There is no uniformity. That also reflects when one ….. when the students want to change or shift from one college or from one university to another. Then they find it sometimes very difficult. Then the syllabus, curriculum everything is different, independent in every university. I do not think this is a good situation, like if European Union can do it, USA can do it, then why not India? In India also there should be some….some higher authority or something or somebody who can fix the curriculum, syllabus everything for foreign language courses.

Do you perceive any change in the curriculum and Syllabi of the foreign language courses in your career span?

No, I do not think there are changes. We are having same courses every year.

My last could be …..Could you please share your ideas or suggestions for designing or developing foreign language courses curriculum under the current socio-economic conditions in India? In our earlier discussion you are mentioning that the technology has changed and also market economy has come. That is a current socio-economic

condition of India. So when we designing curriculum for foreign language programmes what could be the major considerations for you?

One thing is that in India we are still using that English as the medium of foreign language instruction and due to that many people who come from backward regions or many, many students who did not have their….who do not know English well, they find difficult to learn a foreign language. So, one thing is that at least in the earlier stages it could be better if the foreign language courses can be offered through the mother tounge. The second thing is then we have to take this current economic situations, economic conditions also into consideration and we have to offer more and more courses where students can learn terminology of commerce and trade, of engineering, of medicine, terminology of different areas. So that we can do, we can translate well in these areas and also if they to work in big companies there they are already familiar with this terminology of these fields, so they can do better.

Thank you very much Sir.

Interview 5

Date	23/01/2017
Venue	Office of the Teacher at DU
Duration	34.02 Minutes

I am doing a PhD research on "Impact of globalization and IT enabled services industry on Teaching and learning of Foreign Languages in India" at Centre for German Studies, JNU Delhi. This interview is a part of the research and I need your consent to record it for the research purposes. Is it O.K?
Ya, it is o.k, you can record it.

Could you please share when you started your teaching?
Well, I started teaching in 1980 at the Delhi University. I joined Delhi University not as a teacher but as a non-teaching post but the post was of senior technical assistant and we did not have any technical qualifications. We were appointed as STA mainly to prepare teaching materials. On my request the head of the department, those days, Prof. K. M. Sharma gave me classes in certificate courses. So, I can say I have been teaching from 1980 onward.

Why did you teach foreign languages?
Because, that was my subject, I could not teach anything else.

What are the courses that you have taught in your career span as language teacher?
See, in those days, our department had only part time courses like certificate course, diploma course and advanced diploma course and I started teaching certificate course initially. And after I think three or four years, our section agreed to give me diploma course also. And after another two, three years, I started teaching advanced diploma also, one paper of advanced diploma. Later on, our department introduced an intensive course called 'Intensive Advanced Diploma in German'. It was a one year course, full time course. And I taught in that also one paper or two, I don't remember that now exactly. Thereafter, we introduced BA Honours course. And so, I taught at BA Honours level also and then masters program also and M.phil program also.

Could you please share about those things that you liked in foreign language teaching?
Well, I really do not understand what you mean by that. But foreign language teaching, I hope your question is whether I like foreign language teaching or not but that was my subject and I introduced, I definitely enjoyed teaching. If had been a teacher of English, I would have enjoyed that also. Ya...

Is there that anything has disappointed you in foreign language teaching?
Actually not, except that, I noticed as a student also, when you learn a foreign language, you have to be very regular. And whatever learning process takes place that

takes place in the class, not at home. And once I started teaching, it was always on the very first day of my, when I entered the class, and there was some orientation program, so I used to tell my students, if you are doing political science or history or some other subject, you can sometimes study at home also, without going to the class. But in foreign language when you are a student of foreign language, whatever the teacher teaches you, you can learn only from there. Even if you miss 2 classes and you think 'I can talk to my classmates and they can help me in understanding'; it can never happen. So that was one thing which students actually which has disturbed me throughout my career that many students do not realise this thing. They....they are afraid of asking question sometimes in the class, they think what will others think, if I put a question which may appear to be stupid. Ya, so they do not put questions and whatever they have not understood, this then remain like that, for them. Ya, and this is one thing which disturbed me which is....which I find very disturbing. Students do not put questions...many students not all....many students. And then one day they realise, they cannot cope with it and either they drop out or they fail. So that has really disappointed me. Other thing is....many students take admission without thinking if they really want to learn a foreign language. Because people think, o.k., that nowadays foreign language learning is good it is an in-thing. So I should also learn. They join the course but they are not able to cope with it. And joining honours course and then dropping out and then again trying to get admission is not easy in Delhi University. So such people, actually they suffer a lot. Sometimes, they are not able to complete their graduation or they complete in five years or they may complete in three years but they are very bad, so they may not be able to get a good job also.

Do you think that the language teaching practices have changed in last 25 years or in your career span?

Oh yes, drastically. I can say that from my own experience also. When I joined as a student in Delhi University for learning German, the method which teachers used to apply was called Grammar-Translation method. So the teacher will read the text, he will then explain each and every word in English or in Hindi depending upon the batch. The same method we also applied, when I started teaching German. Only after... it was only after seven, eight years after, if I remember correctly, that we shifted the focus from Grammar method to communicative method. Initially it was not very successful, because the books which were available those days were not very good. And the books were with cassettes and the department did not have cassette recorders. If cassette recorder was there, then the switches were not functioning or the batches were so big that they could not play the cassette also. So those were big problems. And so it has changed. It has changed a lot. We never saw, for example, as a student of language, during my days, when I was doing German, any movie ya, we never heard any cassette, we never heard any CDs, those days, there were no CDs. Later on, of course, when the focus shifted to communicative German, communicative language then we started using equipments, CDs, first we started using cassettes then video cassettes and then CDs, DVDs and things like that. So change has been drastic.

What are the reasons for those changes?
I think the reasons; one can say around 90s, I think the demand increased for language knowing people. Ya, we also felt that we have to meet the demand and students also were a bit more focused, at least some students were a bit more focused than others. And we had to develop such courses so that students can handle whatever jobs they are assigned.

How do you assess current employment opportunities for foreign language learners?
Well, it is very good I would say because, I....I used to say... I have said these things a number of times, in other universities wherever we have talked about foreign language teaching that sometimes it is very difficult to hold back very good students for masters programmes because before they finish their bachelors' programmes, they get absorbed b in MNCs or BPOs and their salaries are so high that they don't actually feel like leaving that chance. More so, because the majority of our students came from either lower middle class or low middle income group and even their parents were not earning so much. So for them, it is for example, if somebody has been offered 40,000 rupees per month, for them it was a big amount. And I do not remember knowing any student who has not been absorbed after doing graduation in foreign languages. It is the same case with German, with French, Spanish and Italian. Ya, I do not know about... other subjects, take for example, if somebody does BA Honours in Political Science, whether they get absorbed immediately, I doubt it. But in our field, it is very difficult to find a person who is jobless after doing three years of German or French.

So in your experience do you see any changes in the employment pattern for foreign language learners in your career span as a language teacher? Previous... what are the career opportunities and how do you see the things at present?

You see.... here also, I see drastic changes because I remember when I started learning German, I joined German, hoping that one day I will become a translator, I never thought that I could become a teacher also, because those days we did not have masters program in German in our University. And I thought o.k., after doing advanced diploma, if I am good, maybe I will get absorbed as translator, but there were hardly any vacancies. There were only.... I remember those days also, there were only two government offices who used to employ people on.... what you say this.... panel...they used to have absorb people as panel translators. So whenever they used to have work, they would send the work to translators and get it done. So there were hardly any vacancies actually. Ya, so even after doing three years course, you could not hope to get anything. But if you are....if your mentality and if you are of that type who can talk a lot and had interest in becoming a tour guide, one could try that. Ya, but otherwise there were no vacancies. But after I think 90s, when globalisation took place in India particularly and hundreds of German, Swiss and Austrian companies came to India. They started looking for people. Then the employment opportunities increased like anything. Ya, that has continued even today.

What are the reasons for such a change?
As I said, companies from German speaking world started working from India, coming to India like there are three, four German car companies now producing cars here. You have BMW, you have Mercedes, you have VW, and you have Skoda. So they need people. You have Ford ya, you have.... many other companies are there. They need people and they....Amazon have good customers in all over Europe and they....Amazon also absorb a number of people knowing foreign languages.

So, how does this change in the employment pattern reflect in the classrooms/ your strategies?
Well, in the classroom, I think this employment pattern, is difficult to say because, as I said, the class is a mixture of students. There are some students who are very focused, they know that they will be able to get a job and they want to get a job in a German company or they want to go to Germany and study further and become a teacher in the university. But there are some students ,I would say more than 50% students who, either they do not have any dreams, or they do not have any aims, so they don't work very hard, or some of them also... there are also such people who join a foreign language but they do not have any aptitude to learn a language. So, they may not really think o.k, one day they will become an MNC employee. Ya, these people then can have problems. But good students, they really are very focused. And because students are focused, so teaching also becomes then intensive. Because you have to come to their....you have to fulfil their dreams so you intent to give them all the knowledge which is required for the field for the would be field and all that.

Do you think that market demand for foreign language experts have influenced the motivation of the foreign language learners?
Definitely I think, because that is why more and more Indians are joining nowadays foreign languages. Earlier, foreign language learning was just a part time thing. Now almost all the universities, we have foreign languages have been taught. They have honours courses also. So this has increased. And there are so many private institutions also, private universities also which have also introduce honours courses in foreign languages.

Do you perceive any changes in the learners' motivation among foreign language learners to learn a foreign language in your career span as language teacher? How it was previously, how it is now and how the learners' motivation is changed?

See, this is.... as I give my own example, we did not have any hope that we will get absorbed one day. Ya, I remember, in the certificate course, we were 16 in the class. I was the one who was learning with an aim to become a translator. There was another girl who was also learning to become a translator, those days, there were no school teaching, there were no....there were no foreign languages in schools, so, and for university teaching, we never thought that one can become because unless for that you

have to do MA and M. Phil and Ph. D and all that. So, one did not think that far. But, nowadays, of course, it is different. So, people do keep that in mind that they....they will be able to get something, so, they do also hard-working.

What are the reasons for such a change...we are discussing about the motivation among the learners?
The motivation.....the change in motivation is mainly because of the job opportunities. Earlier, there were no, now there are several.

How does it reflect in the classrooms? Would you like to elaborate that motivational change?
I think that can be noticed when you see in a class, there are at least 30% students who are working hard. Those 30% students, they know that they can also get some day absorbed in the field. So, that you can notice which earlier, you never noticed because, students were not hopeful that they will get something, they were not. There were no scholarships also. Nowadays, there are scholarships. So, that also motivates them. O.k, on other's expense, they can go to Germany and enjoy for some days. It is like that, ya.

Do you perceive any change in learning expectations of the foreign language learners in your career span as a language teacher?
I don't understood your question actually, you say, do you perceive any change in learning expectations..... now learning expectations.... normally, people join, majority of people think that they want to do only graduation and then start working. That may be because of some family problem, there are some parents, I remember, there have been some girls students who used to beg us to give them admission in Masters otherwise, parents will marry them off. They did not want to marry. So, to avoid marriage, they would join masters program, so another two years they could put off their marriage. Ya, and among boys, I would say, majority of them, they are... they thought they would get a job. They would like to take up a job. No more studying. So, only five, six students in a batch are such who want to do masters program also and then study further also.

Do you think that the changes in learning expectations resulted in better learning outcomes?
I think, we can say that about those students who are focused. Because they are focused, they work hard. And they work hard, and then the results are also good. One can notice that, ya.

Do you think that the changes in learning expectations of the foreign language learners improved the learning ability of the learners?
Well, I think, learning ability and expectations are two different things. Because expectations from the part of students means they want to acquire knowledge. Learning ability is new field for all, majority of them. So, I think, when they are in a

group, may be they learn from each other also. So, it helps them in learning something easily, if they try on their own or in class. But, otherwise difficult to say.

Which are the textbooks that are used to teach foreign languages in your carreer span as a language teacher? Did the textbooks change?

Several times, I think. As I said, I learnt, when I started learning German, the textbook which we use was 'Deutsche Sprachlehre für Ausländer' by Schulz and Griesbach. And later on, when I join the department, I also taught with that book for many years. Then there was another book called BNS known after the names of the authors. Then we had Lernziel Deutsch. We had Sprachkursdeutsch. We had Tangram. We had momentmal, we had Aspekte. We had StudioD. And which textbook is being used nowadays I won't be able to say because I am retired, recently.

What are the reasons for such a change in textbooks?

I think…I can say that the reason being that the focus has shifted. Initially, it was grammar translation method which was used all over India except maybe one or two universities. Because, we had only part-time courses, and later on I think around 1990 or so, when globalization took place, people started thinking of the importance of spoken language. Ya, so, because of that, because of the shifting of the focus, new books were…. sought after. So, then, we introduced BNS which was our first book, if I remember correctly, which had focus on spoken German. There after all the books which were….which came to the market, we tried every book, mainly because it fulfilled that aim of teaching spoken language.

What are the criteria involved in choosing a textbook for a course? What are the reasons for choosing a Textbook for a specific course?

I think, the main thing was…. how a book is….what should I say….prepared ya, and whether we can use that book in our class or not because the classroom depend upon….class depends upon the type of students we have. Because there were students from rural background, there were students from urban background. And their knowledge of….their knowledge was also different and their aptitude was also different. So we could not introduce for example, a book which people from rural background would have found difficult to understand. So, we always thought that we should have books which first of all, which can….which, is available in India. That was a main thing, ya. And it should not be very costly. Because we could not expect people from….people who cannot afford to have spend on their lunch in the university, should have also be able to buy books. I remember one book we tried to introduce, that book was costing almost 800 rupees, and so, we had to leave that book. Only after Goyal Saab started printing books here, we could introduce other books also.

Do you see any change in the methodological orientations of the books that are being selected for specific courses?

What is your question?

Methodological orientation means whether it is grammar translation or …..

Mainly communicative, nowadays you don't find any book in the market, the textbooks in the market which follow that grammar-translation method. It is always communicative German.

Do you see already I mean you were using initially some books of that kind now they have changed….

Drastic change, for example, if we compare the books which are written today with BNS, there is a drastic change.

Do you perceive any change in the teaching methodology followed by you in your career span as a language teacher?

As I said in earlier also, earlier it was grammar-translation method, nowadays, it is communicative….language. So, the method has changed. And sometimes, you can not strictly follow one particular method because you have to think of the students also. There may be in batch students who are not able to understand directly what you are trying to say in a foreign language. Ya, and their overall knowledge is also sometimes very poor. So, one has to come to their levels and sometimes you have to explain them in English or in Hindi, and give example from your own language, so that they understand o/k. Like this happens very often, when you teach cases ya, accusative case or dative case in German, so, you take example from Hindi also when they do not understand. They do not understand sometimes, what a subject in a sentence is and what an object. So, you give them German example, German example they do not understand, you give them examples in English, they do not understand, because in English also, they are very poor, then you give them example from in their own language, Hindi.

So you see the teaching methodology has changed a lot and what are the reasons for such a change?

This depends upon the focus, ya, where do you focus. Now the focus is on spoken language, so the method is also accordingly selected.

Do you perceive any change in relevance and use of media for foreign language courses in your career span?

Well, I won't be able to tell you about the current situation because I stopped teaching language courses long back, but, till I taught, as I said earlier also answer to one of your questions; we did not have any media in our classes when I was a student. Later on, when I started teaching also, we didn't have any tape recorder, we didn't have any recording equipments. Ya, so, and after…after some years, I think, there were textbooks available with, first of all, with cassettes, audio cassettes then books

came with CDs, and now, books are there with DVDs. And at least, major universities or big universities in India, all have CD player or DVD players, so they are being used regularly in the class, ya.

What are the reasons for such a change?

See, nowadays, the textbooks which are being produced in Germany mostly, almost 50% exercises are on such media only, on DVDs and CDs. So you have to use them. You cannot avoid them.

Do you implement the Digital Media for language teaching?

I think I will not be able to answer this question because as I said, I stopped teaching language classes long back, ya.

European Union (CEFR) and U.S.A (ACTFL) have implemented standardized proficiency levels as learning objectives in the foreign language curriculum and syllabi. How do you assess the Indian situation to these kinds of standardizations?

You see, I think in all the universities and in textbooks also, you have textbooks of A1 level. And the textbooks of A1/1 and A1/ 2 level, Then you have B1/1 and B1/2 level. And we are following that only. But because there are no books at place, up to now which have been produced in India, so we won't be able to say anything. But because we are using the books which are produced in Germany, and those books are already….they reflect A1 level knowledge or B1 something like that.

Do you perceive any change in the curriculum and Syllabi of the foreign language courses in your career span?

I think you want to say whether the courses' syllabi have changed over the years. Yes, that is must actually. Because UGC says after every 5 year, the syllabi should change. There are, of course, universities where they do not change syllabi even in ten years, in ten years. But in our university, we kept changing, not under compulsion but depending upon our focus, whether it is now on communicative grammar or we want to emphasize on translation or we want to emphasize on literature, so syllabi keep changing, ya. Like we also give at Masters Level, for example, we give freedom to the teacher in Delhi University. So, a particular theme may be selected for the year. But then, we do not select texts. The teachers have freedom to select texts and then handle them.

What are those changes that you assess positively in curriculum and syllabi?

You see, this…. whatever changes we bring about in syllabi, those were brought upon because we think they are good, ya. And most of the times, we realized also that these are good.

Those things that you assess negatively….some changes and so on?

I haven't come across any so far.

Could you please share your ideas or suggestions for designing or developing foreign language courses curriculum under the current socio-economic conditions in India? So, if you are designing, what could be major considerations for you?

See, now I have retired. So I do not know….ya, what sort of change one should bring about. But, I would say, my problem has been, as a teacher, since the time people have shifted their focus from basic knowledge or the true knowledge of the language to communicative, I noticed, even in students from MMB, there was a stage when MMB used to care for quality. So you rarely come across students from MMB who would come ….do three years course there and they will speak wrong German. Nowadays, it is very common. Ya, it is because their main focus is on spoken, the person may be speaking fluently, but may also be speaking wrong German. That is disturbing. We try our best to avoid that in universities. Because we think we are imparting knowledge to would be teachers. And teachers should know correct language.

Thank you very much sir.

Interview 6

Date	18/01/2017
Venue	Office of the Teacher at MMB
Duration	23.05 Minutes

I am doing a PhD research on "Impact of globalization and IT enabled services industry on Teaching and learning of Foreign Languages in India" at Centre for German Studies, JNU Delhi. This interview is a part of the research and I need your consent to record it for the research purposes. Is it O.K?
Yes. It is o.k.

Could you please share when you started your teaching?
I started teaching in 1984.

Why did you teach foreign languages?
Well, it is more of an accident initially that I was.... I lived in Germany for some time and I came back to India and started studying in JNU and I also started teaching here. But I stayed with it because I found it so interesting and creative.

What are the courses that you have taught in your career span as language teacher?
Well, going by the present day system I would have said from A1 till C2, I taught about all courses.

Could you please share about those things that you liked in foreign language teaching?
I think that is the satisfaction that somebody come to you with a zero knowledge of something, in a year or two is be able to converse, express and you opened up a new world for them. I think that is the biggest satisfaction one gets in foreign language teaching.

What are those things that disappointed you in foreign language teaching?
At times what disappointments me is that students don't bring along enough general awareness with them. Ya, they come.... is one thing you cannot.... language cannot live in isolation. It's not a vacuum. They have to have the concepts that go with it....I get little disappointed when students come with no concepts. They have then.... to give them words doesn't help.

Do you think that the language teaching practices have changed in last 25 years or in your career span?
Yes, definitely, definitely it has changed. Methodologies have become more refined and people do more things of course, technologies have also helped to change methodologies.

Could you please elaborate on what are the reasons for those changes?

I have just mentioned one of course technology. We have so much more technology in classroom today. With so much technology at our disposal we have to change accordingly, the role of the teacher changes as well. On and above that now people have expectations of the learners as well; they are more demanding today than they were in twenty five years ago. Twenty five years ago they came and sat in the class with the teacher, told them they took. Today they have expectations, they demand certain vigour or certain way of teaching and you feel and they feel that teacher should adjust to them. I think that has changed.

How do you assess current employment opportunities for foreign language learners?

Well, the way it looks to me as if today I think anybody who learns a foreign language of certain..... of course that you have to reach certain proficiency level, doesn't short of a job, they all seem to find some kind of employment somewhere or the other. So, I would say, it's very good.

Do you perceive any changes in the employment pattern for foreign language learners in your career span as a language teacher?

Oh yes, Oh yes, When I started at twenty five years ago, there were hardly any opportunity. Somebody asked you.....somebody asked you what you can do with foreign languages, there were very limited things you could tell them teaching, translation, interpretation and well ....may be in the hospitality industry it was an additional qualification and we always considered it as an additional qualification. I think today even with German as a main qualification, you can go out and get a job. So there has been a sea change.

What are the reasons for such a change?

I am not an expert on this but I could imagine that India opening up its doors and more jobs are coming in back office jobs and out sourcing that has happened from Germany to India has opened up these opportunities. Yes, globalization as you said, yes.

How do these employment pattern changes reflect in the classrooms?

Expectations of the students.... They expect we taught something that would help them in their jobs. I remember as you said you were here for business German at one point of time that was the reason that you felt that we have the vocabularies for business German, even you went to apply to a company, you said, I have all this knowledge, it was a plus! So that's what! They do effect the classroom whatever demanded in the.... to make people employable, you put it that way. You have to teach them what the market is asking for.

What are the teaching strategies that you would have employed as the expectations would have certainly reflected in the classroom?

You have to stay more focused because the students are more focused. (laughs) Because they come with certain ideas in mind, they expect, so we have to take it, we

have to be more focused on that. As far as strategies concerned it is just better and better preparation, teacher cannot well prepared enough. So if you are preparing them for a certain aim then your preparation should also be that much better, that much intensive.... intensive to take them there.

Do you think that market demand for foreign language experts have influenced the motivation of the foreign language learners?
Definitely, there is a market....there is a demand so, people come. Why do we have such a rush over here in Max Muller Bhavan for example, language learners? Because they think that if they do something over here, they go out and get a job. Everybody is looking to employ themselves.

Do you perceive any changes in the learners' motivation among foreign language learners to learn a foreign language in your career span as language teacher?
Yes. As I said even earlier, earlier sometimes they just came for the fun of it. There were a lot of people used to come just because they interested in learning, or we used to hear things like that my grandfather had a book at home which I wanted to read it. Today I could not, now I want to read it. You rarely hear that today, rarely. Today everybody comes with an idea in mind that I have to..... it has to get me a job. This learning for the love of language, though I think at times one should not generalise that, I know in Calcutta for example, I still tell, still hear that a lot of people just come because they love to learn languages because of the culture. But that number is decreasing elsewhere unfortunately, I must say, it is decreasing.

If you can elaborate what are the reasons that you think that this change happened in the motivation?
Since the profile of the learners' here has changed. Of course this change was, because of the market place is changed. So more people are coming today with the employment opportunities in mind, and we are getting also more people to learning German jobs. Earlier the numbers were not big. People just came out of interest or hobby the numbers were smaller. Today it is difficult to get a seat in our classrooms. So may be some people who feel.... they just feel that the rush is too much for me and they don't even find, I had a feedback that a couple of people who wanted to learn just for the love of it and because they wanted to read a book, they just find themselves a little out of place with their co-students because they find others are not interested in all that. They just wanted to sort of get a job.

Do you employ any teaching strategies in relation to market demand? To prepare them or....?
I am little.... out of touch there. I have not taught in classroom here for some time. I have been in this project management. That is a question I think my other collegues can answer little better than me.

Do you perceive any change in learning expectations of the foreign language learners in your career span as a language teacher?
Ya, people are more impatient today. They want to learn faster. Because they think faster they learn, faster they get a job. So I think there is a bit of impatience there today, not much of patience that a language learning is a bit longer process, it doesn't come overnight. Because it is intensive courses we can do it little faster, still it requires a certain rigour and it requires certain amount of time and application to learn it properly, so, that I think little impatience as at times.

Do you think that the changes in learning expectations resulted in better learning outcomes?
Not necessarily.

Would you like to elaborate it?
People expect a lot. As I said earlier, that they want it very fast. That doesn't necessarily happen because another reason which I mentioned earlier that the profile of the learner is such that the concepts are not existent so it takes the teacher that much longer to explain something to the student and get him to understand and then apply it. It is my view.

Do you think that the changes in learning expectations of the foreign language learners improved the learning ability of the learners?
It makes them more motivated. So the will to learn is there but I again go back to that, that I feel that the lack of concepts, lack of general awareness is.... hampers that despite their willingness, more intense willingness to do so.

Any Teaching strategies to do with these issues learning expectations and learning outcomes that has been changed or introduced....?
Instead of teaching think of other. In fact, if I have to introduce this today, and if the student lacks concepts, then I have to also introduce at least little bit of that concept to them ..this thing exists....ya, it is difficult to explain to someone even the environmental, for example, something like 'Müll' change and all that you can't just throw on the road just like that we do in our country, there are four containers actually you have to think and all, why do they think like that, why do they do it? That concept has to be brought across and that takes little longer. Teacher has to be more prepared for that. That is it, lot of preparation for the teachers.

Which are the textbooks that are used to teach foreign languages in your career span as a language teacher? Did the textbooks change?

I started with 'Deutsche active' which was revolutionary at that time, then we went on to I think 'SKD' Sprachkursdeutsch, then it was Tangram, Momental, Momentmal Tangram the other way around and then I think just when I left teaching 'StudioD' came in and now it is Netzwerk.

So changes in the textbook…. do you see it is very normal rate of speed or the rate of speed of change in text books have increased in recent years?

In recent years, it is difficult question to answer. What has changed definitely is more the digital content. That was not there earlier. The books are not just books there is a CD to go with it, there is a teacher preparatory CDRom and all. So yes, a lot more technology which is integrated into the textbook that is definitely changed a lot in the last few years. As far as other things concerned, I do not see much change.

What are the criteria involved in choosing a textbook for a course?

It should be of the level of the learners. It should have topics that interest them. It should be not too difficult for the teachers to prepare for them. Especially considering our country, not only talking about the Max Muller Bhavan, I have a lot to do with the schools. In schools, the biggest problem is that the teachers are not trained and there is no B.ed programme for German language teaching or foreign language teaching. So, the textbook has to be such that teacher can easily follow it and teach from it also. At times certain textbooks are very good but they require a certain training that a teacher should have to be able to teach with those book. So, despite there are excellent books, they are not very suitable for our requirements, our learning requirements. .

Do you perceive any change in the methodological orientations of the books that are being selected for specific courses in your career span?

Ya, if you are looking at the business German textbook, it is different. It is more technical. Otherwise, ya, especially electronic media is coming in, that has changed the textbooks. Methodology was I mean communicative approach remains. But what I actually see that no books are rejecting anything of the older approaches. Specially one change I have noticed, though it is not so evident when you look at the book but it talked about a lot more in recent seminars, symposium….symposia etc... is that the first language L1 should be used for teaching. Earlier one has to used to have this thing, that for teaching no word of English no word of local language, only German in class. That approach has changed somewhat. Today you feel, no, you have to get back to L1 to be able to introduce certain language. That has changed.

What are the reasons for such a change?

I think that realization that we frustrate the students too much when we don't use the language because we always say that teaching is a basic thing from the old to the new, from the familiar to the unfamiliar is how you should proceed, so when you take away that familiar and old totally and you put them and throw them into the deep and immediately a lot of people can't swim.

Do you perceive any change in relevance and use of media for foreign language courses in your career span?

Of course, In fact, it has been the most evident change.

What are the reasons for such a change?

World around us, we have a lot more media available to us, it is more affordable also today. Institutions are more ready to invest in such media as well.

Do you implement the Digital Media for language teaching in your career span?

Ya, we did. As I said, I have done less of it myself, hands on, but I see a lot, because I am not into hands on teaching anymore.

What are the criteria that are involved in your selection of digital Media for language teaching?

Availability, availability also to the students at times. A lot of digital media kind of assumes that people also have access to it elsewhere. And in India that is unfortunately today, in spite of all the portions is not the case. Like, I do a lot of work with Kendriya Vidyalayas. I am heading that project now and we give them….they have all kind of facilities in the schools. First of all, when we say facility, children don't always have the access to those facilities. You know, that there are three rooms in the schools which will have a white board and the students gets to go there, they are lucky once a year or twice a year. That is the reality. And suppose, if it is ok we can give them CDs or we can give them sticks on which there is the material, we found half the kids don't have internet at home and not an access to a laptop. If there is one, father does not want that the kid use it. So, still at least in certain parts of country and certain sections of our learning areas, environments, it's still a bit of mirage.

How do you assess the digital media intervention in improving the learning outcomes?

You know, whenever there is a new media, it does help; it brings change in the classroom. Even when we used to have very rudimentary media like a overhead projector or just the spoolvala tape, we used to also think that helps. Because it gives that get away from the textbook a little and something else and the mind changes; there is a refresh mode which comes in. So definitely that extent, digital media does help and also digital media helps a lot in self learning and in a age when we think learners should become it is not always the case as we think that they should become autonomous learners. Actually digital media should help them in a big way to think them.

How do you assess the digital Media intervention in relation to improving the learning ability of the learners?

It depends on the learner. The learner wants to improve; digital media offer him a lot of possibilities….lot of possibilities. Ya, it is….it is…. you should want to do, there is a lot available. And it is for the leaner now to say, I am going to use it, if the learner use it, it is going to happen.

European Union (CEFR) and U.S.A (ACTFL) have implemented standardized proficiency levels as learning objectives in the foreign language curriculum and syllabi. How do you assess the Indian situation to these kinds of standardizations?

It needs to do it. At some places, they are trying. There is a certain resistance I find at times that because it comes from Europe so it is not for us. Then we need to sort of do something for ourselves and have a kind of standardization. It is really difficult for us. I, for example, in this project, people come to me and tell "I have learned an advanced diploma from so and so university" and that does not tell me anything. The difference in standard is so much. Somebody has done advanced diploma from Delhi University and somebody has done advanced diploma from, I don't name any, any other university, somewhere out there in provincial town of India, the difference is so much. That is I cannot say that the person has done an advanced diploma from the university ABC, his level of learning is this. At times they come up with such bad learning outcomes from there. So, because there is no standardization, each university is doing its own thing.

Do you perceive any change in curriculum and Syllabi of the foreign language courses in your career span?

Well, yes, when I started there is no European framework. So there is a change in the syllabi, the book we do, we do a lot more 'can do' statements today than just, especially in school learning, I would like to say we all played a part in that, that I remember, earlier the syllabus used to be these, these grammar topics have to be covered. Today we do talk differently; the communicative objectives should be achieved. The syllabus is not dative, accusative and genitive, the syllabus is that I should be able to, I can do this, this, this, this and I think that has been a sea change.

What are those changes that you assess positively?

This change that it is more communicative objectives to learn than just the grammar. Grammar is, I think that has happened, if it is not happened then the teachers are resisting it, because they feel so comfortable in grammar environment right. Is that people have gone away from grammar and have gone on to more communicative learning approaches. I remember, when I started teaching and I am as guilty of it any other person that dative came in and students said what does come up with again now. And I have seen the drop out rate kind of go up after that. But today we don't make it into such a thing and dative is just another thing which happens because…. Ya, you are doing more communicative stuff and you are not testing the dative every morning.

What are those changes that you assess negatively?

Negatively? All the whole, I would say, the changes have been good. Negative, I again come back to what I started out with this the profile of students and today they

are more in number but in general that is something which actually is a criticism of our education system. People come with degrees and no knowledge, no concepts.

Could you please share your ideas or suggestions for designing or developing foreign language courses curriculum under the current socio-economic conditions in India. What could be your major considerations?

It should relate to their lives. We always have syllabi which are made quiet often somewhere in the Europe, that is why the criticism also and resistance also to the Common European Framework. But then, we need to ask ourselves…. have we sat down and done particularly anything in India? This we need to keep in mind that any kind of syllabi, any kind of learning, if we can't relate to it, is very difficult. I can give you an example, I once went to Benaras to conduct an exam and the topic that was for the oral exam was students have two pictures and some words and they have to say that how they celebrated their birthday. There were balloons, there was a cake, and there were candles. I was alarmed that how a student just can not do anything with it. I suppose this is simple and I thought a cake and balloons and chocolates had on their birthdays. Finally after fifth and sixth kids who couldn't do much with it, and we have to change the topic every time I asked her in Hindi , I said "aap birthday manate hein ghar me? "kya karte hein?" She said "school me sweets bantte hein!" For them birthday was nothing more than that. So they just could not relate to that cake and things and they could not talk about it. So I would say that was not so far from a life in the city today I thought everybody have cakes in their birthday today. But obviously, I was wrong. So first of all we need to see sort of the profile of learners and see what is their everyday life? What can they relate to? Only then if they can relate to something that they can also…versprachlichen they can sort of…. say it also. If they can not relate to something they cannot talk about also, and that is the aim of foreign language learning. Even if it is at the university level, when they read a book by anybody, by any author, they have to relate to it. Otherwise, it means…..little too foreign. They cannot do much with it. I think that is very important consideration that to be able to relate to it. And then also we need to consider at times, when we pose it the socio economic environment - what is the L1. Does it mean English everywhere? Or do we attach or do have to sort of may be other mother tongue and its role I am not sure. I think universities should do some research there, come back to us and say that they look L1, actually is this is an opportunity I think it is. That is something I really wish the universities should research and tell us. That a leaner in Banares, I come back with…Banares has a large German department, I can relate more to that,… what is his or her… , that is something we have not brand marked and so much researched in our country. We just assume that English would be the L1 or Hindi whatever. It's not a scientific approach; it is just instinctive approach which is not always correct.

Thank you very much madam.

Interview 7

Date	23/01/2017
Venue	Office of the Teacher at MMB
Duration	24.20 Minutes

I am doing a PhD research on "Impact of globalization and IT enabled services industry on Teaching and learning of Foreign Languages in India" at Centre for German Studies, JNU Delhi. This interview is a part of the research and I need your consent to record it for the research purposes. Is it O.K?
Yes.

Could you please share when you started your teaching?
Well I started teaching in 1983

Why did you teach foreign languages?
Because that is what I did my masters and it only made sense that I teach it.

What are the courses that you have taught in your career span as language teacher? [COP/DOP/ADOP/BA/MA]
Courses, I have just taught German. You mean to say, I think I did something at JNU, whether it was a DOP or it was part of my M.Phil programme. I think it was called DOP but I am not sure and then I have been teaching in Max Mueller Bhavan.

In Max Mueller Bhavan you are teaching all the courses?
Yes, up to the C1.

Could you please share about those things that you liked in foreign language teaching?
I liked the challenge that you have in the first class. Ya, now when you have a group sitting in front of you with zero knowledge of the language and after one and half an hour class which it used to be when I started teaching they went out at least with five basic sentences or questions they could ask and answer. So the sense of achievement that you get then is really great.

What are those things that disappointed you in foreign language teaching?
I did not think that I ever had any disappointments as far as the foreign language is concerned. No.

Do you think that the language teaching practices have changed in last 25 years or in your career span?
Yes, they have. We have new gadgets now. We are more digital than we ever were when I started teaching the language. And so because it has become we have smart boards and computers, even our manner of teaching has changed. What I would have

probably researched on at home how I do not know, but or was my knowledge whatever I had about Germany, now even if I am not sure about it , I can come to class, switch on computer and get on the net and check. So that has changed and it made me more relaxed. I would have years ago actually gone through books or asked people or not taught it because I did not know about it. Whereas now I just need to get into the net and check what I want to tell them.

What are the reasons for those changes?
Ya, because it is available, this technology is available to me today. So, not that I am a great friend of this technology but ya it is there and I can use it.

How do you assess current employment opportunities for foreign language learners?
Well, I am not sure about that they are the best. Yes, we have a whole lot of these call centres where most of our students dream of being or their another dream fashion, dream profession I say it inverted commas is working at the embassy, at the German embassy, Swiss embassy, the Austrian embassy which I try and tell my students that can not be dream. That is too low to basic to be a dream. You do not dream to become a secretary in an embassy. That is what our students with their very, very limited knowledge of the world; they see themselves only in an embassy here in Delhi. Because somewhere in their minds they think that being in an embassy is equal to being a Diplomat. And I try to tell them that this is not true. You are just some very small helper in that.... in the embassy. So I do not see really very many opportunities as of now except call centres and some odd companies which are looking for some German background people with the German background. But the main thing which all women who actually came to us want to do is teaching. And now we reached saturation point I think. Unless you are ready to teach in schools like Kendriya Vidyalayas in remote areas which not many people are willing to do. So it you look at large cities I think there is a limit which we can do anything with the foreign languages.

Do you perceive any changes in the employment pattern for foreign language learners in your career span as a language teacher also when you started and now?
Ya, earlier I would say there was only teaching, and now you have teaching and working in companies and then of course you can go to Germany and work there and you have summer jobs which was not there when I was....

If you make a guess what will be the ratio of those students who are joining to so called call centres, MNCs basically MNCs and those who are joining back to higher levels of learning and want to become teachers?
Language teachers I would say 80% of the female population of Max Mueller Bhavan wants to be language teacher and the others for the other places.

What are the reasons for such a change in this employment pattern?
It is the globalization as you very clearly said in the beginning, it is globalization. People know that there are opportunities abroad.

How does it reflect in the classrooms/ your strategies?
At the moment I think the biggest change is that earlier students used to come to Max Mueller Bhavan to learn German for the sake of learning, for their interest. Now people come here to learn the language so that may be they can find a job which will get them something like 20,000/-- 25000/ Rs a month. So the real reason is the call centre jobs as against the reason say thirty years ago when people out of interest were learning the language.

Any special strategies that you do in language teaching in order to, because of this employment pattern changes?
Well I think the first and foremost the intercultural sensitization of the students. I tried and do the maximum that I can to get them to see the world, it is not just their little homes and their little television and their little Bollywood information but that the world is....ja, the people in Germany are different and how they are different and what awaits them if they want to go to Germany, what I try to bring in my class.

Do you think that market demand for foreign language experts have influenced the motivation of the foreign language learners?
Ya, certainly, certainly. Earlier they would not, they learn just out of their interest and so they would come to class, learn and go to various offices or go home. Now it is to get a job with some call centre. They are wanting to get a certificate at the end of it whichever way they are just actually looking for that paper at the end.

Do you perceive any changes in the learners' motivation among foreign language learners to learn a foreign language in your career span as language teacher?
Ya, they are, well I will not be able to answer that question because motivation has not increased. This desire just to get a paper or the certificate at the end is what their motivation is. Whether they are really learning or not is not really priority to them. They just want that paper to show to the world.

It was not like that before?
No, before they were actually interested in learning and the teacher learn to win the students in the sense that you talked and talked and so many things became clear to you, to me I would say, initially because I was teaching. Now they do not care. You know something you tell us, we will do the test but in the end we want certificate.

What are the reasons for such a change that you have now...?
Ya, because life has become tougher. They are not getting jobs easily. So they know that they have to really do everything they can to get a decent job.

How does it reflect in the classrooms this motivational change?
There are some who are just wanting to learn rules to make the sentences so that they can do well in the test. Others do not care. They just want to somehow get through the test.

Do you perceive any change in learning expectations of the foreign language learners in your career span as a language teacher?
Ya, it is the same as I said, they do not expect anything. They just...they just want to be able to make noise in another language whether it is grammatically correct or not, it does not matter. And that is a biggest change whereas earlier the people really wanted to learn good German, high German. Now it is o.k, get me fast, get me quickly to that point where I can say I know German.

Do you think that the changes in learning expectations resulted in better learning outcomes?
No, certainly not.

Do you think that the changes in learning expectations of the foreign language learners improved the learning ability of the learners?
Not at all. Not at all. It has not improved their learning ability. If anything I would say, the learning ability has gone down. Because they are in a hurry. They are not.... they are not enjoying learning; they want to reach the goal quickly. And so, I do not see that they are anyways better than what they used to be earlier.

That is this current batches?
Ya, Ya.
Previously they were?
Previously they were laid back. They were, ya, they were enjoying, they were learning. They had time. Now no one has time. Our courses also such that they go fast. So they have no time, I am not blaming them, it is also the kind of courses we are giving them.

How do you assess the reasons for this kind of courses and....?
Because there are such huge demand that we have to get as many as possible to quickly reach the goal. So...
The demand is...
Very high.
Very high, it was not like so previously?
No. The whole scene was according to me laid back. It was very relaxed.
The demand for the courses or
The demand for the courses, people waiting to join courses, quite a bit. So we also have to.... now we cannot take time. Earlier we used to have semester system. And we had time and as a teacher I enjoyed teaching because so many things one would talk about and there was no stress. Now trimester system it is like a...it is like a machine,

you better get through your 12 weeks because another lot of students waiting to get to the next course. So it is.

Do you remember that when the shift has happened from semester to trimester?
That happened that very recently. That is not more than two years I think.

What are the reasons that led to this trimester system?
Because we have the demand ...is great and we want to serve as many as possible. We cannot wait for 6 months and then get the next batch to come. The world is moving fast. Life is moving fast.

Which are the textbooks that are used to teach foreign languages in your career span as a language teacher? Did the textbooks change?
Ya, the textbooks were boring then, they are beautiful now, they are very interesting, learners they make them easier by using colour coded things that you get in books, grammar in different colour, pictures all these were not there. So the books are very interesting.

What are the criteria involved in choosing a textbook for a course? What are the reasons for choosing a Textbook for a specific course?

I think that Shatabdi would be able to answer better.

From your perspective?

Ya, it is learner oriented. Ya, it makes life easier for the learner. The books that we are using now make life easier for the learner. They can sit home and still make sense of what they might have missed in class.

Which are the books if you remember that you were using 20 years back?

I remember using Deutsch 2000 which I used years ago.

Now you are using?

Now we are using Aspekte und Netzwerk.

Do you perceive any change in the methodological orientations of the books that are being selected for specific courses?

Ya, methodological change is that… grammar comes in small portions and it is easier for students to assimilate before we move on to the next. It is a circular kind of a… cyclical kind of movement. We do not just keep moving forward but we come back to the … spiral…then we come back to the same grammar once again and then move ahead. So yes.

Do you perceive any change in the teaching methodology followed by you in your career span as a language teacher?

Further change?

Change in teaching methodology that you followed? When you started a teacher then you..?

No, I think I had the best teaching training, the teachers training possible because it is made me a teacher not only for classes thirty years ago or ya, thirty years ago, but even today I can teach this very language using these gadgets which are available to me now and compete with some younger teacher who has learned only with this gadgets. So what I trained as was that very, very solid foundation and then I can keep adding this beautiful little …

That means your core teaching methodology has not changed, what you were doing is that you are open to all kinds of technologies that are coming like smart boards….

The methodology continues to be the same for me.

I think you are also trained in that time in the communicative language teaching method.

Yes, yes.

What are the reasons for such a change? The textbook methodological orientations…also these changes…?

Because now you get things online, so, you know, that makes it different. I mean what I would have been teaching here may be I can just say, o.k, today I go home and online check out that in the book, page number so and so, so, all available onliine.

Is it because of the students that you were saying that they want to learn, they want to get their certificates very fast. Is it because of that also the courses are designed like this?

Yes, yes.

Technology friendly so that they can directly access to it..

Absolutely, absolutely.

Do you perceive any change in relevance and use of media for foreign language courses in your career span?

Yes, we are using it. I think we become only more and more. When we are getting Ipads for students, students are sitting in the class with Ipads and the teacher just has to do everything on the Ipad, so that is a change. The media is going to bring that person to person thing will go down and …

How was it when you started your career, the media?

When I started, that time of course, only projector or an overhead projector that I was using.

What are the reasons for such a change in relation to media?

I did not get that.

I mean, you were saying that now the media is moved from, everybody is having ipads in the classroom both teachers and students, so this change you observed in the classrooms, and in your opinion what is, what has caused this change to happen ?

Because it is available, because the technologies moving and demanding that everyone use this technology, that is why we are using it.

Do you implement the Digital Media for language teaching?

Yes.

What are the criteria that are involved in your selection of digital Media for teaching?

Whatever is available to me given by the books, for example. I mean whatever they demand we use that.

How do you assess the digital media intervention in improving the learning outcomes?

Well I think there is more; I do not think that we have gained anything. If anything, we have lost. Because media comes between the teacher and the student. I would have, I can do a class without any of these media gadgets and have person to person contact that is lacking now. Now you are sitting at home and talking to the teacher, who is sitting somewhere in the institute, so the person to person thing is missing there.

How do you assess the digital Media intervention in relation to improving the learning ability of the learners?

Well, it depends on how agile they the learners are as digital media is concerned. Some of them in India still do not have internet at home or computers at home and that they are expected to use that now here in class. So not everybody is up to it. We are all struggling.

European Union (CEFR) and U.S.A (ACTFL) have implemented standardized proficiency levels as learning objectives in the foreign language curriculum and syllabi. How do you assess the Indian situation to these kinds of standardizations?

I do not think I would be able to answer that question?

Are you for that? Or?

Yes, and No. Standardization is good, and then anywhere in the world one can say that I have done A1 and the other person knows what I mean. Whereas I think such as an individual thing that I am not sure of it works 100%.

For us? In India?

Ya.

Do you perceive any change in the curriculum and Syllabi of the foreign language courses in your career span? I mean you have changed G1.G2, G3 you have changed to A1, A2..

I do not know it will happen, but it has happened.

What are those changes that you assess positively?

I do not think I have given a thought on that I do not have an answer to that. Well, that they become A1, A2 and B1. B2 and we make them shorter, and we make the amount of grammar we are giving, amount of language that we are giving in one particular level, we are making it smaller so that they can assimilate it better.

This change from semester to trimester, the way it is offered now A1.A2, B1, B2 do you think that it is positive or ..

Well, it is positive because we are getting so many people, so many more people through and the negative I feel at the end of 12 weeks I need to take a deep breath and say o.k, I want a break. Everybody you know, there is just too much happenings in all the times in our lives and in the students' lives. So if the student is not upto the mark he will be drowned. The students who are good and keep pace with it, we move ahead and move faster and get to the goal much faster than we did say in 30 years ago.

Could you please share your ideas or suggestions for designing or developing foreign language courses curriculum under the current socio-economic conditions in India. What could be your major considerations? Suppose if it is asked to design what could be major considerations?

Well, very difficult to answer that question. I have not ever thought of designing a course but most certainly a course must end with students being able to talk to people who speak the mother tongue, in a manner that they are they feel comfortable they know enough and they are able to converse and read and write and feel at home. So a course should in the end get people to that mark of proficiency that they feel at home in German.

Thank you very much.

Interview 8

Date	25/02/2017
Venue	Office of the Teacher at DU
Duration	52.50 Minutes

I am doing a PhD research on "Impact of globalization and IT enabled services industry on Teaching and learning of Foreign Languages in India" at Centre for German Studies, JNU Delhi. This interview is a part of the research and I need your consent to record it for the research purposes. Is it O.K?
Yes, you have my consent.

Could you please share when you started your teaching?
Officially I started teaching at the department of that time it was Modern European languages, MEL at the university in year 1986.

Why did you teach foreign languages?
I taught this language because I was trained in teaching this language. I have done my masters at Jawaharlal Nehru University, in German language and literature which is a specialization for people who are inclined to take it up as teaching profession later on. Plus I had also done, this teacher training course with Max Mueller Bhavan. We have Aufbaukurse at Pune, Max Mueller Bhavan, Pune. And I have already made my choice, while I was doing my masters at JNU that this would be my professional choice.

What are the courses that you have taught in your career span as language teacher?
Well, to start with I have taught DaF that is Deutsch als Fremdsprache, German as a foreign language and since at that time there were only these part time courses at the department of modern European languages at Delhi University, where I was teaching. So it was largely that plus at the advanced diploma level I have also taught literature, introduction to literature and then subsequently we had an intensive...intensive...advanced diploma, one year course where we have to do DaF plus language, literature and also some bit of translation, but ever since we have this. Then at JNU, I have taught language and literature also that was an Adhoc appointment and primarily I have been at this department. Then we have kind of bifurcated and became Germanic and Romance studies in 1989. Since then we have a BA programme, in BA honours in German and Masters and M.Phil andPh.D. Subsequently I taught literature also that is various genre of literature and I also taught translation because here we do not have this bifurcation like JNU that you have translation and interpretation and language and literature. It is more a holistic approach to Maters. So, I have taught courses in translation at the MA level and other than that I have also taught, I have in fact, for a very, very long time been associated with the German as a foreign language at the M.Phil level. We have one paper on German as a foreign language DaF, that is didactics of foreign language teaching,

which I have been teaching for, I think more than 20 years. And plus we started a course on Diploma, PG Diploma in Foreign language education, that was one year course which was run here and I kind of you know, we had many pilot projects in collaboration with University of Vienna, then also the Max Mueller Bhavan and I was also part of that programme.

Could you please share about those things that you liked in foreign language teaching?

Well, I mean I thought that the foreign language teaching was a very, very creative process in which you constantly got a feedback from your students as to whether what you did in class activities, learner activities that you introduced or the teaching activities or what you taught in class, the way you taught in class, whether it on well or not. That you know, that direct approach it is not because of that in foreign language teaching what I am speaking specifically about German as a foreign language which where the approach, the methodology is have changed from the time it started in India, the translation and the translation grammar method. And now from 80s with this communicative didactics and new kind of books that were being introduced in our courses over here. The courses became more and more learner centric and that was a challenge I thought and I had, I mean in India most of the teaching is so teacher centric and the learner is always a passive recipient of knowledge or whatever is taught. That I found very, very interesting pedagogically and then of course, at higher levels, the masters level we have in way introduced a programme where it is not just lecture where you lecture one hour or two hours and the students just listen to it and it is participation of the learner that is factor into your full course. So, it is run more like seminars in German universities and I think that it is very interesting for the learners also who come from a system where they are constantly form school onwards you know, they are just passive recipients and here they are the active participants in the process of learning, in the learning processes. I think that itself as a teacher I think I find that very rewarding.

What are those things that disappointed you in foreign language teaching?

Well, I...I cannot say that I am really disappointed in any major way but when I started teaching I felt that there was a very, very big you know, lacuna or gap between the theories and the methodologies of FLT that were taught to us. I mean, as I told you that I have done a... and our real infrastructural reality and learner profiles and composition of the groups. It was never the ideal size. It was always far, it was always exceeded; it was always around 39, 40 was a classroom size. And before that when these were part time courses, sometimes the number went up to 80, 90 also. So, the theories of communicative didactics and these ground realities somehow did not match. Then it was always a challenge how now to I you know, fulfil my goals and the goals which are now set as part of you know, this process of standardization also, the levels were also set that they have to attain this level by this time and this. So, we accepted those levels and that was I think because you know, when we started in our department over here, we did not even had a white board. We had only small black

board and chalks and very often you know, if you want to teach a little bit longer or give your students extra time, rooms were not available at the Arts Faculty. So, these were some of the ground realities, I mean what you call the gap between the theoretical, and the methodologies, the goals of those methodologies and the real ground realities of very large learner groups. So, that used to be at times I used to wonder like you know, and then I started evolving my own methods of you know, we did not have overhead projectors, so, I used different colour chalks to highlight things and you know, it was in a way, it was because as I say, the necessities are the mother of invention, I in a way, I can say that I evolved because what we lack in infrastructure you know, even it out with using my own strategies of teaching so to say.

Do you think that the language teaching practices have changed in last 25 years or in your career span?

Yes, it certainly had changed. Because in the 80s when I started as a teacher, there was still a great deal of resistance from highly qualified and highly competent and respectable faculty members who were very convinced that these new methods are not suitable. You know, there was a kind of thing that this is the best way and there was a kind of resistance to change. But we, we did, we did that ourselves and we did take on the new methodologies, I mean methodology in the sense that the direct method and all that and those methods were, since 80s onwards you have the communicative didactics which is more often approach. So, in that approach you can use grammar, you can use ....you can use the audio lingual, you can use the situative method, you can take from all the earlier methods or from the contemporary methods like community learning and physical...the total physical response learning..,,all that can be incorporated in it. But that requires a lot of you know, work on your part and innovation. So, I think, I would say that we as teachers by and large we were very open to the methods and we did not shy away from trying them out here in class. And we could not, because when we use a certain book. We are using books which are all contemporary books; we are not using old methods. We also have to teach ourselves to teach with these books.

What are the reasons for those changes that you, the changes that happened in the teaching scenario that you identified?

I think these are new, I mean, I do not want to go into these all history of FLG. As a subject foreign language teaching is a very composite subject. It has taken from all disciplines you know, from media, from sociology, history, psychology, linguistics. So I think, this discipline cannot kind of develop in isolation. So, all these impacts like in literature also you have the cultural turn, anthropological turn. So, this subject too saw these changes and we had to kind of , they were reflection of changes that were taken place in societies, in countries and in the foreign language scene that we saw that earlier foreign language learners were a part of or the aims of foreign language learning was very, very, ... very much part of this ideal of what a learned gentleman should be you know, the concept of learned person, a well read person and

foreign languages were part of those attributes of a learned person to be proficient in foreign language too where as we see that over a period of time with the changing global scenario the aims and goals of the learners have also changed because of these socio-economic realities and what we teach and how we teach is in some way is, does reflect that also. To...to....this move towards functional German or certain functional trend towards. So, I think that is because, now foreign language is not a gentlemen or you know, the part of being a cultured person but it is more for employment purposes or to work in the country or to study in the country or even to go and travel in the country.

How do you assess current employment opportunities for foreign language learners?
Current employment opportunities, I really cannot tell you, for sure what I mean, I see that the demand for the foreign language teachers have shot up so much that we cannot meet that demand because we do not have people, and enough qualified people to fill up those posts and so. In schools, in institutes, even in the private sector, where there are openings for language trainers. Other than that I think, translation is also another avenue, there is.... there is an opening up of the translation market in the sense that it is no longer an act of academic engagement, translation as academic but translation as a part of the book market or the publishing industry. That is one, plus I think the media research is also one area which is opening up and other than that I think, which is the IT Industry, the private sector which requires people to have working. Then I would not say that they have to be, go to the university for that. But they need to have working knowledge and to attain that working knowledge that proficiency level of proficiency in the subject, the universities have to give them that manpower. Because that manpower will come from the university not from nowhere else because only after attaining a certain level of proficiency, a certain level of competence in the language that you can actually become a teacher no matter what level you are teaching. Whether it is A1 or A2, you need to have that kind of engagement with the language which only can be as the reality is as of now is only part of the university curriculum.

Do you perceive any changes in the employment pattern for foreign language learners in your career span as a language teacher? When you started teaching what was the employment pattern?
This is what I just now mentioned. This is, these are the changes, when I started we have just two options you have to teach at the university, in those days there was in foreign languages you could take the civil services because the foreign language was subjects then or you could become freelance translator , that is it and or go into the tourists and hospitality industry. That was all that we had. But now as I have mentioned you know that avenues have broadened and even there are various kinds of teachers are required, school teachers, teachers in the IT industry, and teachers at the university level, because now there are more universities that have come up in last 10 years; Central universities and foreign languages departments are part of those universities.

What are the reasons for such a change in the employment pattern?
I think that has to do with the as I mentioned in the ....with the changed I would say industrial requirement and also a kind of change in probably the I will not say change but a different kind of exchange as far as the Indo-German relations are concerned that the inputs and the manpower requirement has expanded because of these political realities also. These partnerships programmes, even if you see the universities now, you have so many exchange programmes, university to university. When I was a student or even as a teacher for many years the German Academic Exchange was the only scholarship provider, the only way a student could go to Germany. But now there are so many university to university, in the schools there are so many school level partnerships or partnerships between cities and of course, in the natural sciences there were always had far more, I mean more impact than in the humanities.

How does this employment pattern changes reflect in the classrooms/ your strategies?
Well, I do not know whether I can say that it is one is to one you know complete kind of that you know, employment changes are impacting in the classrooms I think it is more to do with the changes that have taken place in our schooling system, the way the knowledge is tested and knowledge is imparted in schools where there is a very, very kind of a you know, you see the difference in marking, in the kind of percentages students get. So, when they come to the BA, when they start with the BA or when for instance they come, we get a lots of students are not from our BA programmes, but lots of them, they have done BA correspondence course and they have done something from Max Mueller Bhavan or the equivalent or they have done advanced diploma and they do now MA. They feel that they just have an employment as a goal as I said. You know, and they feel that if I have to work in Amazon, if I have to work for in the IT, why should I know about literary theory, why should I know about cultural history, what is the need to study the German novel or the German theatre. So, they think that they come with certain kind of you know, vocational expectations which the universities are not the place for that kind of vocational training. I mean, there are lots of places that give you that kind of, the Max Mueller Bhavans do that kind of language which is Wirtschaftsdeutsch or something which they do. So there, there is a the kind of you know, the initial phases but once they understand that you know, you cannot do any, have... kind of competence in any language without knowing its culture, its history, its literature then they come around. In the first semester this is always a thing you know, why do we have to do this, you know, ya.

Do you think that the market demand for foreign language experts have influenced the motivation of the foreign language learners?
Well, one thing I can say for sure, that none of the students I mean, I am not a person from management or who can really say that how these things do are working. But my observation is that none of our graduates who do the BA honours are unemployed. Nobody is unemployed. And you know, I think that of course, is an incentive. In a way it is also negative. It has a negative impact because if you get employment,

good salary after graduation what is the incentive to do a masters. So, masters could see the people who are actually inclined towards you know, striking on a different path altogether or they want to kind of you know, go on to study really seriously you know, taken academic professional choice they are making. So, I think because this large number of employment opportunities in a way has because you see the number of applicants we get now. We cannot meet that demand. We have so many applicants and seats are not in proportion to the kind of demand that there is for seats in German. But on the other hand after they have done the graduation and they are totally absorbed, there..., there is the problem actually you know, the whole batch which does a BA with us just goes away. They are very few left who come for masters. But for masters then, people from other places come.

Do you perceive any changes in the learners' motivation among foreign language learners to learn a foreign language in your career span as language teacher? What was the motivation before and what is the motivation now?

I did not see any difference in the motivation those who opt for it, they are motivated. It is just that you see, the class size is very large and I mean if you start with 39 or 40 and you managed to have about 35 till the end of the third year, I would say that the dropout rate is not so bad. So the level of motivation, I do not see any problem. The problem comes in a kind of a very, very heterogeneous group which was not so heterogeneous when I started teaching.

AS you are not see any change in the motivation, the reasons for such a change is not applicable?

Pardon

The reason for such a change is not relevant for you. Because you do not see much change in the motivation.

Motivation I mean, from what I understand as motivation is when they come, they want to do these three years. It is not that they want to do one year and just drop out. The level of motivation to learn is, I mean it is not like you know, you are getting admitted semester by semester.

It is more or less same.

It is like No, I mean, earlier we did not have a graduation. That is what I am trying to tell you. I started teaching we had only part time courses.

89 you are mentioning.

Eighty-six.

86 you have joined but 89 onwards you have these courses

Yaa. We have this, these courses. Ya, the motivation of the learner is that.

Those days how were it and now what kind of motivation is represented? Do you find any change?

I cannot quantity the motivation. I can just go by that the learner profiles have changed. I would say learner profiles and the students come from different learning traditions. Now and there I find sometimes for the teacher it becomes difficult to strike a balance between these. Other than that for instance, even in the contact language. Earlier students had English as a contact language in the classroom whereas now they do not have. Most of them do not understand English.

Also, from this perspective that these changes that you mentioned from the classroom, the profile changes, what are the reasons for such a change?
Then one way we have to go to the whole history of Indian education system for that. I mean, I think, these are all welcome. I do not see them anything negative. It is just that we have to now as you see in the methodologies also, earlier multilingualism was not encouraged, it was one language classrooms. Now in fact if you see the books they encourage this kind of, how is it in your language and how is this thing in your country. So, these many changes are taking place at the level of methodology also for foreign language teaching.

Do you perceive any change in learning expectations of the foreign language learners in your career span as a language teacher?
I mean, you mean at the under graduation level? At the under graduation level, See, now you are asking for part time courses that are started or BA honours courses?

All the courses, when they come to, when they?
Then there is a vast difference. Because when they come for the part time courses, they are already doing a BA in a subject and language is just an auxiliary subject.

You can separate them, how is it in part time and how is it in fulltime?
I ....in part time, I would say earlier when I started teaching the motivation levels were not, and they were people who were doing it for academic they were people from Sanskrit and so on. Academic reasons but by and large people were doing just because they felt that something to be enrolled in a university. Whereas in these BA honours courses that we have the motivation was totally different. Because they came from schools and they want to have a degree, a bachelor's degree. So, they work harder. So, I mean then of course, the motivation is a two way process, the student is motivated but it is also depends on the teacher to keep motivating the student in a particular direction.

Here, we are asking about the expectations of the students, not the motivation.
In the part time courses, the expectations in those days were not, I mean, they did not have any concrete thing. They were mostly employed people who came and very few were doing it either because they wanted, because they got a scholarship to Germany you know, people from natural sciences, people from Sanskrit who got scholarships and want to learn some German. But in our undergraduate courses, in the honours, there I think students come because they wanted to do something with this language.

They want, it is a professional choice. That is it. Unlike other graduations in Delhi University or other places where in humanities the student does not come with a very clear cut idea of you know, this is going to be my you know, sociology or history or any other. Whereas they come to us now they very clearly know that I can become an school teacher, I can go to the industry or I can work with a BPO, or I can work with any of these marketing agencies etc.... So, then I think it is also for majority of them it is professional choice. Because learning this language they want to very clearly get a job.

Do you think that the changes in learning expectations resulted in better learning outcomes?

I cannot tell you because I have not done this undergraduate teaching when this liberalization turn has come and these markets have expanded. I really cannot say but I have taught them introduction to literature in the third year and I feel that by and large they work quiet well. They work quite well and then as I said, you know motivation and keeping them interested in also, how you structure your course, the texts that you choose for them and what competencies you, in a kind of you know, you prune in the classroom through your teaching. I think that place a major factor in, more than and keeping them interested in also.

Do you think that the changes in learning expectations of the foreign language learners improved the learning ability of the learners?

I will, I would, I am not very sure whether this question is.... ability, and learning ability cannot be as a result of expectations. You can have expectations yet you might not have the ability. What I can say is that because they have certain professional expectations, so they are more what you call...there is an incentive, a learning incentive, a clear learning incentive. The incentives are not abstract as in comparison to other graduations and other courses in humanities.

Which are the textbooks that are used to teach foreign languages in your carreer span as a language teacher? Did the textbooks change?

Ya, ya, ya, they changed. When I started we were teaching this Deutsch als Fremdsprache, that is not Griesbach. And we went on to Deutsch als Sprachlehrer, then we went on to, we changed SKD, Sprachkursdeutsch and then from Sprachkursdeutsch I think went on to Tangram and from Tangram we went on to StudioD and from StudioD I think right now we are using Netzwerk.

What are the criteria involved in choosing a textbook for a course? What are the reasons for choosing a Textbook for a specific course?

See, one reason I mean, very clearly is that, it should, it has to be a publication which has an Indian licence, so that the costs come down. That is one major reason to make it accessible to the students plus it has to be contemporary, you know, you can not use a book with outdated content. I am not talking of typologies, exercise typologies

but I am talking about the actual content whether it is on history or whether it is on certain social or even the currency, you know, if it is there are, you are still using a book which has the DMark and they are using the Euro there, So, that would not. You know, these would be the considerations, the contemporariness of the content I think this is and plus it has to … no book in my opinion is complete, I always supplement the text book along with my own teaching material and I take materials also from other sources as well.

Do you perceive any change in the methodological orientations of the books that are being selected for specific courses?

What I have, I mean, not from teaching because as I told you that I have not taught the first years for a very long time now but since I do a textbook, Lehrwerkanalyse with the M.Phil students for the didactic course also I have seen that because I see there is a kind of you know the second wave of communicative didactic, there is a kind of a shift towards autonomous learning, task based learning plus they are encouraging multilingualism also in these books and there is I would not say complete ideal situation as far as intercultural competence is concerned but at least now an effort is being made to ask the student or reach out to the learner as to how things are in their culture, in their language or in their country you know, be it festivals, be it ways of living whether young people living with their parents or aboard you know, these things at least now these books are taking the learners perception into cognisance which was not there. Earlier it was just a one way thing. This is how it is in Germany and that is it.

Do you perceive any change in the teaching methodology followed by you in your career span as a language teacher?

See, I will be very honest with you. I started with communicative. I was taught with direct method and I come from the generation where the direct method was still prevalent but I was trained as a teacher, the language teacher in communicative didactics and I have seen the shift from the first phase to you know, contemporary whether European Framework has now set and competences other than the four basic competences, there are now mixed competences and there is now the intercultural which is fifth major competence. I mean, I have seen it all and I have a kind of tried to live up or try to fulfil these…these goals which were set, to the best possible manner as I have said, it required lot of innovation. I was not 100% following the… you know, the theoretical line which is given, which could not be done. But I evolved a way to pragmatically give them the best possible.

What are the reasons for such a change in the orientation of the textbooks?

Well, this is an outcome of the shifts like you see in all discourse on language teaching, what purposes it fulfil and whom it is.

Do you perceive any change in relevance and use of media for foreign language courses in your career span?

Yes, I mean, we as a department over here, and I taught for some time in JNU also. JNU was better equipped; we had a videotape over there. We had in those days also overhead projectors one could use but here I see, the marked change apart from this hand helped a tape recorder which that too was my own, my personal. Now we have equipment, we can screen films also and of course with this digital media, I mean the possibilities are far more.

What are the reasons for such a change in relevance and use of media?

Now the universities are able to, are equipped to have them, the infrastructure. That is the one thing, the monetary inputs at the state funded education is like any other you can use them now. That is one thing and other thing is that as I said autonomous learning is a very major factor. In autonomous learning can really be done, lot of these digital media is very, very kind of …..it can be applied for it, and the student can really do a lot of their own.

Do you implement the Digital Media for language teaching?

I have not taught language; I mean, I have not taught language for a long time.

What are the criteria that are involved in your selection of digital Media for teaching?

I think one of the major reasons is this I mean, absolutely gigantic classroom sizes. That we people, I mean, here we have 40. Lot of places in our colleges where our colleagues teach there is 60. 70, 50… 50 is the average classroom size. So what do you do there? So digital media can be used along with the text book in a very effective manner.

How do you assess the digital media intervention in improving the learning outcomes? Has it positive or it has negative impact?

I think it will depend how the teacher applies it. It can be an enabling experience. I do not see anything negative in it. I do not see it as anything negative, how much you can get out of it that will depend on how, where, and how you use it, for what purposes you use it.

European Union (CEFR) and U.S.A (ACTFL) have implemented standardized proficiency levels as learning objectives in the foreign language curriculum and syllabi. How do you assess the Indian situation to these kinds of standardizations?

Well, as far as these universities' syllabi are concerned, we have our autonomy. That is not dictated by the European Union, the content. But as far as certain linguistic ability is concerned, the level of language competence is concerned, I think, only problem that I have with that is that…. it cannot be a kind of you know, what one has

to know or what at a certain level one has to be able to do, these 'kann factoren' they should not be stringently applied across the globe. You know, it is not just India, German is taught all over the world. So, now if you have, say A1 in an African situation, you have A1 in university in Dharward and you have A1 at JNU, so, because our syllabus, we are not following, our course contents vary, the emphasis is varied. See, we do not want our students just do one semester A1 and then say, O.K, you are tested for A1. When our students do their BA first semester along with that, that they are learning far more than just language. Just like any other honours course, they are learning, history, sociology; they are learning the languages along with it. So, if it was just an institute where just German as a foreign language is being tested, then I would say that this standardization works. But it does not work when it is a bachelor program. I mean how? The student is not doing just German. The student is doing so many other things along with that, other subjects also. So, there I feel that….that to say that you know, within the first semester the student should be able to because we have the pattern, the evaluation patterns are also different, do not have you know, this one exam at the end of 6 months, we have class tests, we have internal evaluations and 25% weightage is given to that. So, it is a totally different, so you cannot have you know, one… one size does not fit everybody.

Do you perceive any change in the curriculum and Syllabi of the foreign language courses in your career span?

Ya, ya,ya. When we started here the bachelor programme, we completely, we had totally different emphasis, we had, since we are a as to say, several languages under one roof, we have lot of courses which are cut across the language. For instance, we offer one course, we choose a theme and that theme is taught in all the sections; Spanish, French, German, Italian and then there is a student seminars, they presents then there is the seminar at the end of the … so, there is a lot of so called interdisciplinary exchange as far as our courses here, our course content and our syllabi are concerned plus our syllabus is geared towards certain kind of academic approach to the language not just the language I mean, the ....the.... history, society, the European society. We have courses on European society, we have courses on which are taught in English. We have courses in European philosophies you know, which is across the departments and sections. And then we have a course on literary theory which is across the sections. So, these are major shifts I think it is completely new what we have at Delhi University.

What are those changes that you assess positively?

I think, our students here they know quite a lot. They do not learn German or German literature or German language in isolation because of this kind of a component in the course, they know about Spanish authors, they about Italian authors, they know about French authors and if you say that these are modern European live cultures and live languages, I think that is a very big achievement to be able to see your language like, German studies as part of the whole European society and as a language….live

language developing..what are the developments have taken place in Europe and how it has resulted in the language whether it has language reforms, whether it is reunification, whether it is issue of refugees in Germany. So these are our students are not like you know, cut off or not learning German as just German in isolation.

What are those changes that you assess negatively?

I will not say that there is negative in the syllabus but probably what our students could probably benefit is greater exposure to the country. You know, you can not imagine anybody a European student, a German student in Europe, learning French and never been able to go to France. Whereas most our students they just learn, the only exposure that they have in German is what they know in the classroom. That is it. So, I think greater exposure, I mean, real situation exposure is plus of course, in some ways I think this digital media helps in bridging that but then teachers also has to be ready to you know, give these inputs and not just strict, very strict to you know, this is what I have to teach and I will not do much from there.

Considering the current socio- economic conditions in India, when we are designing or developing course curricula for language programmes, what could be your major considerations?

See, it is very broad question, because these course considerations will vary from level to level and from institution to institution and what aims of ….for what does that institution….what that institution caters to. You know, our goals will not be same as the goals let us say, of Bharatiya Vidya Bhavan, the German courses there or the Max Mueller Bhavan and what DPS courses do, they will not be applied to your university in Sonipat. So, I think it has to be in consonance but broadly speaking if we divide German that is DaF at the university level 'Universitaere DaF Unterricht' und der DaF Unterricht an Instituten', there of course, at the institutes there is, they charge a lot of money, so the student who goes there knows very well if I am spending so much money then I have to complete it, they with certain.. Whereas our aim here is to give them, all the knowledge and competence that a bachelor student in German studies requires. So, we will structure our courses accordingly. For instance now, you have seen, whether we wanted it or not, Delhi University has to go bu FYUP and hours were cut down, we could not even, they were cut down to 8 hours from 16 hours , almost half and we could not have attained the standardized levels that were set with these teaching hours. Now we have again the CBCS, choice based credit systems, which is again we did not know any say in the matter you see the bureaucracy and the administrative class is impinching these changes on us and we are just recipients and we have to make the best of what is. What we can do with it. I think your question that I mean, we do not have that nobody asks us whether you think that this is right for your…where is in earlier the Delhi University syllabus changes were made you know, when we started these programmes or even in other subjects, I mean the faculties were involved in these changes. Now a diktat comes that you have to do this like this and you have to do this like this so, you do that. So I

think that your question to be addressed more to the politicians and to the bureaucracy now giving us that this is what you have to teach we did not have much say in that.

Thank you very much Madam.

Interview 9

Date	30/01/2017
Venue	Office of the Teacher at JNU
Duration	25.22 Minutes

I am doing a PhD research on "Impact of globalization and IT enabled services industry on Teaching and learning of Foreign Languages in India" at Centre for German Studies, JNU Delhi. This interview is a part of the research and I need your consent to record it for the research purposes. Is it O.K?
Ya.

Could you please share when you started your teaching?
I started in 1994.

What are the courses that you have taught in your career span as language teacher?
I have taught language, I have taught literature courses essentially.

Could you please share about those things that you liked in foreign language teaching?
What I like in teaching foreign language is that the teaching language means communicating the entire culture and it is not just about teaching words and grammatical structures and it really makes one connect with the students. So I like it.

What are those things that disappointed you in foreign language teaching?
Well. Nothing particularly in that sense. No. What disappoints a bit is that not in the foreign language actually, but when students come to us, as we realize that generally in our school system across the country it seems from the way the students come that language teaching is very poor. So leave aside the foreign language student's knowledge of grammar of their own languages, not even English, their native languages also is sometimes not very good, you know. So all language pedagogy in the Indian school systems it seems, it seems from that experience, I may be wrong, that it is not very good, you know.

Do you think that the language teaching practices have changed in last 25 years or in your career span?

Oh, yes. They have changed many ways. They have changed specially because of the technologies concerned and we in JNU were using audio-visual technologies since 90s, 80s at least or in 70s. I was only there from 80s onwards and I saw that right up to films that everything that we used but right now I think everybody, the individuals are using more technology. Classrooms are more technological. Here something like smart board is...is quiet an advance in language teaching. So, yes. There is far more of

use technology, digital technologies and students are using all kinds of technologies all the time. So, yes, in that sense the language teaching has changed.

So could you explore the reasons for these changes? What are the reasons for these changes?

Ya, well, the reasons are simple, availability of this technology that these technologies are being developed. Multimedia lab for example, I mean, these companies come and propose to institutions and then they set it out. So we have had language lab here since I mean multilingual labs since... what is it called? Multimedia or ... Multimedia language lab. We had it MMA. We had it since 90s. And then I was involved in setting up the all German department in Doon university in Deradoon and there also I told to the university and we set up a multimedia lab. So, you know there are these companies who come and propose these ideas and they seem to be useful to language teachers and if funds are permitted, they are set up. So, that is simply the availability of technology which makes it possible.

How do you assess current employment opportunities for foreign language learners?

Well, I think as far as I can see from the students that they are very high, very very high. Much higher than when we were students 1980s in pre-globalisation times. Today anybody who has learned German language, even.....even if they are drop outs so to say , they are from first year, second year , they can find a job with it. I do not know what they can do but apparently it seems companies need all kinds of people, just who can do cut and paste and they can recognize and you know. So and yes, I know that once they have done their BA or MA they are actually negotiating what they are called packages or packets whatever... how much money they are going to earn and yes, because both globalization and technology employment opportunities have increased tremendously.

O.k, These employment opportunities, the change in the employment opportunities, how does it reflect in the classrooms?

In the classrooms it reflects in this manner that right in the first year the students, and sometimes even their guardian for example the parents or the others they come and ask teachers which irritates them, but they are often asked, you know what are the job opportunities of my child or people already know that with foreign language, you know... I am going to earn. So, sometimes it can have a positive impact that you are very motivated to learn. Sometimes it can have a negative impact that you think oh, I just need to learn language and I do not need to do anything else. Because.. you know..... that's all and with that I will earn lots of money which does not happen that way at least in the university. Because we are not only teaching languages but we are teaching far more than that. So it can play in students' life it can play positive as well

as negative roles. Several students and their guardians are aware of this that foreign languages can lead to a lot of job opportunities.

O.K, so, do you think that market demand for foreign language experts have influenced the motivation of the foreign language learners?
I have already answered that. Yes it has influenced both negatively and positively.

Negatively? Could you?
Negatively, that you know, you just think that I just have to learn the language and you know if job is only the goal then the proper learning does not happen.

Do you perceive any change in learning expectations of the foreign language learners in your career span as a language teacher?
Ya, there are changes yes, in their expectations for sure. But what exactly they are is difficult for me to spell out. One is in the terms of jobs. But I do not think, that you know, for us comes... the students come out of school. So they do not really know what to expect of their teachers. I mean, they have just come and in that sense they are quiet naive and innocent. They are not like the people who are adults, I mean, they are above 18 but they are not like the people who are going to private language teaching institutions at the age of 25 plus or something. So I do not know about their expectations.

Do you think that the changes in learning expectations resulted in better learning outcomes?
No, I cannot answer this really.

Which are the textbooks that are used to teach foreign languages in your career span as a language teacher? Did the textbooks change?

Text books, regarding textbooks in JNU that is ok. See, I have into been probably the only group or may be one of the two groups, I started in 1981, who were taught by a book that was prepared in the centre of German Studies by the faculty of centre for German studies, an entire language teaching book with its slides and you know sound recorded cassettes and it was totally complete. It was not published but it was a complete book and it was excellent. Because it was from the point of view of academics. Though it followed the paradigm of communicative language teaching books but at the same time it was a different book. However I do not know, I was a student due to certain circumstances the book was not published and centre went back to using the books that are published in Germany and that was we continue to do today that we use books that are published mainly by Goethe institute and other organizations in Germany for language teaching purposes. Today we are also get little limited in our choice by one more factor that we need to pay attention if there are disabled students, particularly visually handicapped students, in which case we require the pdf form of the book to be given to us by the publisher because then they

can access it through computer which happens only in cases of certain books. So if we have a visually handicapped student in the group then we are kind of compelled to use those books. So I would not say that we are using different books from Goethe Institute now which we were. In 1980s our aim was that we are teaching language differently and we will use different kinds of materials. Of course, individual teachers use different kind of materials for example I do not like these books because those books are essentially the entire DaF Industry in Germany is meant for the Gastarbeiter. And it thinks that everybody is just willing and dying to come to Germany and learn German language and buy German food etc.. No. I do not see my students like that. I see my students as young people who are going to study literature, philosophy, history etc... So, I quite often just start with it and then I follow the grammatical progression but I use my own materials. By the time I come to.... the last time when I came to second semester I was teaching German through deutsche Maerchen,Grimmes Maerchen and sprichwoerter, the proverbs. You know, these are also the fields of my research and I have my expertise in it and I use kinds of materials to teach language. I do not use for second semester for example the so called language teaching books because in Germany also there is this language teaching factory approach and so every now and then the books come with little difference and not that they are really different.

What are the criteria involved in choosing a textbook for a course? What are the reasons for choosing a Textbook for a specific course?

Yes. It concerns us. As I told you there are several criteria. First of all the book we like, or what are our purposes are. But today as I said, you know if we have disabled students or visually disabled, handicapped students in the class then we go by the book the publisher of which will give us the pdf.

Do you perceive any change in the methodological orientations of the books that are being selected for specific courses?

Well we have actually remained in the communicative paradigm of language teaching and there are changes but changes are more in the terms of themes that are dealt with in the books and that of course, keeps on changing. And those changes for example, are not local. They are governed by the changes in Germany. For example if it is about environmental protection and you know, there will be texts about garbage management and things like that or if it is about more foreigners' crisis or something like that you will find that being reflected or womens'issues being reflected. So yes, themes keep on changing and in a way that is very, very important. Because our students come from all kinds of backgrounds and these themes in that sense expose them to international subjects for example, you know, like Women or environment and subjects like that and from an international German perspective especially. So....so those changes are important and they are also important in the selection of the books. Because when teachers choose the book they pay attention to that also how the

contents have changed and according to their own perspectives or things they change or they select a book.

Do you perceive any change in relevance and use of media for foreign language courses in your career span?

Ah ya, as I said I belong to a generation who were already using audio-visual media right from the beginning. And nobody can say that it is not important. Of course, it is very, very important. Sound is very important, visual is very important. And everything that so called media brings to us is very important. And now today if we talk of new media that is internet, that is computers again it is very important that in the way things are taught and in the way the things are learned, in the way students choose the information as for example internet, is extremely important because today students can access so much information themselves. For example, we had the visuals, only the visuals that were there in our book or the posters that were there in our centre or the films that we saw on a weekly basis or the films that we saw in Maxmueller Bhavans . But you know our visual world was very limited as far as the foreign land was concerned with which this language is connected. But today students can see everything about that country without going there and they can see everything. And even books promoted and at least I do not stop my students from accessing the internet. So …so in that sense information is not just linguistic. Information is so much more and so students can on their own and with the help of teachers can see far more. Teachers can use far many different kinds of materials, whether it is texts, whether it is audio, whether it is.....whatever. You know, the whole internet is open. You can make your own selection. You can make your own book in that sense to teach. And so it is important and of course it is relevant because.....because it is the part of our life today and because it is part of the students worldview.

Do you implement the Digital Media for language teaching?

Yes.

What are the criteria that are involved in your selection of digital Media for teaching?

One is of course, the level of students, the level at which they are. Two is, I am for example because I am a more media oriented person. I am also like to draw a balance between…between script, reading, writing, visuals, scenes and hearing. So accordingly also I select the materials.

How do you assess the digital media intervention in improving the learning outcomes?

It has lot of potential. It has far more potential than has been used till now. Because I think even there has to come a future generation of teachers who should be better trained into using digital media for language learning. Lot of our people who teach

languages just now they have learned language teaching with more traditional theories and ideas and all that. But it is not that they are themselves very you know, very, very knowledgeable about digital media. Some of the language teachers, they just know very basic things. So I think in this area actually there is so much potential that teachers should be better trained to use digital media for better results in language learning.

How do you assess the digital Media intervention in relation to improving the learning ability of the learners?

Learning ability….yes it can intervene and it can help the students to some extent. But then ability is a very complex thing. Now it is not just about technology. Ability depends in many, many things. Ability depends on what you know till now for example if you are coming from an school education where you never were given a proper idea about language or about grammar then you need to learn that first before you actually get on to this and ability is essentially individual ability and individuals have different abilities. It can so...it can depend on linguistic abilities. You know, ability is very complex thing. It does not depend on technology alone and technology can only partially help it but not all together.

European Union (CEFR) and U.S.A (ACTFL) have implemented standardized proficiency levels as learning objectives in the foreign language curriculum and syllabi. How do you assess the Indian situation to these kinds of standardizations?

What are these standardizations? You mean standardized texts?

CEFR, the standardized proficiency levels as learning objectives. A1, A2..A1 level, A2 level.

But these were always there no?

No. The CEFR is from 2002.

Oh. I see. o.k, I see…this international standards. Well…see… these are clearly what globalization is. You know, that you say well, we will apply this much to everybody. Earlier we did not think like that. Because we thought for example Indian students, especially in a university like ours there are people coming from all kinds of backgrounds, all kinds abilities. To say that in six months they should have reached this thing. It is a theoretical demand. It is not a sensitive demand, I would say. It cannot be. Because it is been applied in such a global scale it can't be sensitive to individuals and in that sense well it is a standard then we will try and you know, come up to it or whatever else but as all such big things they are.. ...they are careless about local means and things like that. So, they are o.k. but they are not necessarily very fare.

Do you perceive any change in the curriculum and Syllabi of the foreign language courses in your career span?

Yes, I think there is change, of course. Things are constantly been changing and I think in next for almost a decade and half that I am there in active university teaching though one may continue in terms of life times and I think that very many more changes I think that online courses for example you might I do not know may be the class room will disappear and everything will be virtual altogether, you know including the teacher. May be the teacher will be sitting right in the Germany and the students will be doing the class from here ya.... who knows how these things will change and who will change them and who will accept the changes. But as of now, yes I think the rate of change for example the institution like ours is not very high. You know we keeping, we are using new technology, new books but that we have always been doing. So right now, I do not see radical changes happening in public institutions around me but yaa, over next twenty years a lot can happen.

The question was about the previous twenty years how the change was happening?

In the previous twenty years? In the previous twenty years I told you the changes in our level of public institutions have been happening with reference to….with reference to changes that are happening globally but in technology and in content of the books

What are those changes that you assess positively….in the last twenty years?

I assess technological changes as positive changes, I think.

What are those changes that you assess on the negative side?

On the negative side, I think it is you know, often language learners today do not think that language leaning means getting to know about whole culture and getting to know whole new world or something like that. If foreign language becomes just a tool for a job, well so many people just need jobs and it fulfils a function, in the social function in that sense but as a professor in cultural studies that kinds of disappoints me because I think the language is a part of culture. And today sometimes students are just in a hurry to acquire the language and go for a job. That I do not think as a positive change.

Could you please share your ideas or suggestions for designing or developing foreign language courses curriculum under the current socio-economic conditions in India? What could be major considerations for you?

That is very big question. That would require months of thinking actually speaking. What could be you know, suggestions for a curriculum change, that is a very big question.

Suppose if we design a course curriculum now that will be designed for the current socio-economic conditions in India. So?

What are the current socio-economic conditions in India? See, India is a very complex society and current socio-economic situations are very different for very different reasons, regions for different sections of society etc...etc... So, that is a very, very difficult question to think, Current socio- economic conditions, no, I do not know. No, I do not think that I can answer this bigger question.

Thank you very much Madam.

Interview 10

E-mail reply from EFLU Hyderabad
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I am doing a PhD research on "Impact of globalization and IT enabled services industry on Teaching and learning of Foreign Languages in India" at Centre for German Studies, JNU Delhi.

Could you please share when you started your teaching?
In 2004 as Guest Faculty at JNU. In 2010 as Assistant Professor at EFLU.

Why did you teach foreign languages?
Because I studied Germanistik (BA, MA, MPhil and PhD) and did not wish to work in the corporate sector.

What are the courses that you have taught in your career span as language teacher?
BA and MA.

Could you please share about those things that you liked in foreign language teaching?
Because learners essentially start from scratch, their sense of achievement as they reach various levels of proficiency is perhaps more marked than in any other program of study; also, because acquiring language proficiency truly empowers people and augments their level of confidence, I feel that it becomes an especially rewarding experience for a teacher.

What are those things that disappointed you in foreign language teaching?
The only thing that I find disappointing is that often there is no/not much interest for courses that to my mind augment foreign language learning such as Culture and Civilisation, and literature in the language concerned, especially among learners for whom a foreign language is merely a marketable skill. I do not blame the learners for this. In the absence of any real counselling, they often do not realise that university departments offer foreign language courses as a means to an end, and not as an end in itself, or that language skill is not software that can be installed by merely learning the rules of grammar.

Do you think that the language teaching practices have changed in last 25 years or in your career span?
Yes.

What are the reasons for those changes?
With the proliferation of BPO and IT related industries, the learners' motivation and requirements as well as their expectations from the foreign language curriculum have

changed radically. Whereas earlier the focus was on developing reading and writing skills (since a greater number of undergraduate learners were likely to continue to the Masters level), the communicative method has been widely adopted in recent years to accommodate this shift. Now the focus is on developing oral communicative skills which the learners require at their future workplace.

How do you assess current employment opportunities for foreign language learners?
Very promising. All our students so far have found employment relatively quickly.

Do you perceive any changes in the employment pattern for foreign language learners in your career span as a language teacher?
Earlier, the learners ended up working as teachers, translators or in the tourism industry. Now, a vast majority find employment with the BPO and IT-related sectors. A large number of our graduates were also hired by Kendriya Vidyalayas two years ago.

What are the reasons for such a change?
The outsourcing of operations to countries that offer a skilled workforce at lower wages, and the resulting sharp rise in demand for foreign language experts in language-related operations in the BPO sector.

Do you think that market demand for foreign language experts have influenced the motivation of the foreign language learners?
Yes.

Do you perceive any changes in the learners' motivation among foreign language learners to learn a foreign language in your career span as language teacher?
Yes.

What are the reasons for such a change?
Foreign languages are being increasingly perceived by learners from Tier II and III cities, smaller towns and rural and/or semi-urban backgrounds as a marketable skill, and as a viable alternative to the more traditional career options (doctor, engineer, Civil Services). Given that getting a job upon completion of a BA in foreign languages is almost certain, the learners have a clear and concrete employment-related goal in mind when they enrol in a language course. This affects their motivation, especially since a large number of learners are under pressure to get a job soon and start earning to support their families.

Do you perceive any change in learning expectations of the foreign language learners in your career span as a language teacher?
Yes. The expectations now revolve around acquiring a marketable skill, rather than around more abstract notions of knowledge acquisition.

Do you think that the changes in learning expectations resulted in better learning outcomes?

In some cases, yes. Certain learners are very focused and wish to learn as much as they can within the duration of the program of study they are enrolled in. Others, however, tend to question the necessity of courses which they don't perceive as being directly beneficial for their careers, i.e. anything that is not directly related to developing conversational and grammatical skills.

Do you think that the changes in learning expectations of the foreign language learners improved the learning ability of the learners?

In a few cases: yes. In many others: no, since they tend to neglect certain aspects/areas of proficiency which they consider superfluous in their future workplace. Often, I have a tough time convincing learners that the distinction between upper and lower case is significant in German, that commas can't be placed at random or omitted altogether, that spelling correctly matters. However, their peers who are employed at BPOs in data-entry processes apparently tell them otherwise, namely that the companies will train them for the process, and they only need a basic command over German at the time of applying for the job. Many learners don't see the need for correct pronunciation. To my mind this is a relatively new development which is probably linked to the fact that there are no more openings in Voice based operations, so that the new employees will merely have to answer emails at their workplace, and hence it isn't necessary to get the pronunciation right. This means, in effect, that the foreign language is not learnt holistically any more.

Which are the textbooks that are used to teach foreign languages in your career span as a language teacher? Did the textbooks changed?

Yes, the textbooks have changed. In the early years, we used Grundgrammatik Deutsch and Moment Mal. A few years later we started using Delfin. At present, we are using Tangram and Em neu: Deutsch als Fremdsprache. Some colleagues also use Deutsche Sprachlehre für Ausländer (Schulz, Griesbach).

What are the criteria involved in choosing a textbook for a course? What are the reasons for choosing a Textbook for a specific course?

Mostly, a textbook is chosen based on the availability of its Indian version in sufficient numbers in a given year, since the version brought out by European publishers is too expensive for the learners to purchase.

Do you perceive any change in the methodological orientations of the books that are being selected for specific courses?

The present textbooks focus clearly on developing communicative skills, and present a variety of day-to-day situations and pertinent exercises requiring greater participation by the learners (such as role play exercises), as opposed to older textbooks that focused much more on grammar and featured exercises to test their

grammatical competence. The new textbooks feature a thematic progression with the grammatical progression woven in, as it were. The older books did it the other way around. There is a clearer division of each chapter into the 4 skills: speaking, understanding, reading and writing. The grammatical progression is often different from older books, probably to enable learners to start using the language as soon as possible, without getting bogged down by the need to internalize grammatical rules and structures first. There is much greater emphasis on listening exercises with CDs for the classroom and for individual use by the learners. At a very basic level, the images and presentation of texts are of much better quality; the older textbooks were mostly black-and-white, and had more text than images. There is often a self-testing module at the end of each lesson, which enables the learners to assess their progress independently.

Do you perceive any change in the teaching methodology followed by you in your career span as a language teacher?

Earlier I spent a greater amount of time developing the grammatical as well as reading and writing skills of the learners, based on the assumption that these were the skills they would need most for further studies, and the ones who found themselves in a German-speaking environment someday would then pick up vocabulary and structures for usage in day-to-day situations. In the initial years, I hardly ever used role-play and/or games in class. Now I use them a lot. Similarly, the tasks/assignments were done by the learners individually. Now, we do a lot more of group activities/assignments. Also, the usage of digital media has changed the way foreign languages are taught and learned now. Besides the audio-visual component, we use a smart board in the foreign language classroom for interactive exercises.

What are the reasons for such a change?

The needs, desires, expectations and attention spans of the learners have changed and the teaching methodology has had to adapt accordingly. The teaching methods and examination patterns in schools also equip them in a different way now, so that the profile of a learner at the beginners' level is different from what it was ten years ago. Hence, the methodology adopted by us has to factor in the learners' profile too. The students now (especially the ones from urban backgrounds) learn and retain much better when information is presented to them in a visual format, since they are accustomed to that from their school days. Other students from a different background also seem to benefit from these changes. The learners also concentrate much better/longer if they are mobile in the classroom (for games and role-play) instead of sitting still at their desks. A hands-on, do-it-yourself approach also works much better for millennials, as far as their interest and attention is concerned. Joint projects or group activities also elicit greater enthusiasm from the learners and lead to more effective learning and retention.

Do you perceive any change in relevance and use of media for foreign language courses in your career span?

Yes.

What are the reasons for such a change?

The easy availability and accessibility of media now. Earlier the possibilities were limited because of technical/logistical snags. Now, with easy access to the Internet with better speeds, as well as computers, beamers, smart boards etc. in the classroom/language lab, the possibilities are endless. Learners focus better and imbibe more when various media are used in the classroom, as opposed to learning with just a book, pen and notebook.

Do you implement the Digital Media for language teaching?

Yes.

What are the criteria that are involved in your selection of digital Media for teaching?

The only criterion is that the digital media used should facilitate and/or enhance learning. For content-based courses (Culture and Civilization, literature etc.), I use films (including documentaries and feature films including those available on YouTube) where possible to introduce a topic before we get down to reading texts. This makes the texts more accessible for the learners. Power point presentations also seem to assist learners to grasp and retain information in content-based courses. A couple of times we have also harnessed social media for cultural history and literature courses. The learners set up a Face book page and all of us post material (besides the classroom handouts) and our comments there. In this way, the discussion continues outside the classroom too, and the learners remain interested since they regulate this page themselves. Besides this, I use slide shows in the language classroom to illustrate things like Möbel, Berufe or Wegbeschreibung, or listening and comprehension audio/video clips besides the ones in the textbook.

How do you assess the digital media intervention in improving the learning outcomes?

It has a positive impact.

How do you assess the digital Media intervention in relation to improving the learning ability of the learners?

It certainly helps in improving learning ability. Because of the do-it-yourself and replicable nature of digital media, it is also empowering for the learners to not be absolutely dependent on the teacher and/or the class. This is particularly important in the foreign language classroom where the initial inability to express oneself in the foreign language can easily lead to a sense of helplessness and disempowerment not

seen to such a marked extent in other disciplines, and reinforce the teacher-student-hierarchy. Given that the learners are adults; this can be a tough situation to negotiate. Digital media intervention goes a long way towards dismantling the teacher-student hierarchy (teacher as repository of knowledge, student as recipient) and enables learners to learn independently too. Besides, the use of digital media also works because it stimulates various areas of the brain which are not involved in learning through the traditional method. This results in better absorption, processing and retention of information and a well-rounded learning outcome.

European Union (CEFR) and U.S.A (ACTFL) have implemented standardized proficiency levels as learning objectives in the foreign language curriculum and syllabi. How do you assess the Indian situation to these kinds of standardizations?

It is, per se, a great idea, also because it eventually enables greater mobility for the learners from one institution/campus to another. In my experience, however, at least in recent years, this kind of standardization is often hard to implement and achieve in India. We get students from widely divergent backgrounds, and since they don't start from the same starting point, it also takes them different lengths of time to reach the same finishing point/proficiency level. At the same time, moving from one proficiency level to the next is also associated with progress/passing from one semester/course to the next, which, in turn, affects the learner's ability to retain hostel accommodation and mess facilities. In the absence of standardized schooling levels, it is perhaps unrealistic to think about implementing standardized proficiency levels in public institutions of higher learning. On the other hand, private language institutes/Max Mueller Bhawan etc. which draw learners from a largely homogenous profile (urban, affluent, English-medium private school education) seem able to implement them.

Do you perceive any change in the curriculum and Syllabi of the foreign language courses in your career span?

Not really. Besides the textbooks and the shift to the communicative approach, not much has changed. The curriculum and syllabi are largely unaltered.

Could you please share your ideas or suggestions for designing or developing foreign language courses curriculum under the current socio-economic conditions in India. What could be major considerations for you?

The most important consideration would be that the curriculum developed leads to an inclusive and democratic foreign language classroom, instead of one that is skewed in favour of learners from more privileged backgrounds. We have all experienced learners struggling in our classrooms to cope; we have all lamented the falling standards; we have all come to the conclusion that our approach has to change, that we cannot adhere to a pre-set notion of standards any more. Gradually, we have reached the conclusion that our primary responsibility is not to uphold standards, but to ensure that all our students are able to learn to the best of their ability by

developing and implementing appropriate teaching and learning strategies. The next (and equally important) step to my mind is that we urgently need to develop our own textbooks. A lot of the textbooks available at present are clearly meant for learners living in the country concerned already, and they follow a thematic and grammatical progression which is custom-made for such learners. Our learners are usually not exposed to the foreign language they are learning outside the classroom and most of them never travel to/live and work in the country concerned. In addition, their social reality is often radically different from the lives portrayed in their textbooks. While I agree that engaging with the "Foreign" is an intrinsic part of foreign language learning, I do believe that greater interest could be generated if the textbook integrated the learners' social context into the learning process (as a starting point, as it were). The day-to-day activities, cultural norms and urban landscapes depicted in the textbooks are mostly so alienating for a majority of our learners that the foreignness (and perceived inaccessibility) of the language starts seeming overwhelming at the very outset. This has a negative impact on the learners' morale. I remember using a textbook in a BA first year language course which had a module on leisure activities, including hot air balloon rides and yachting. Similarly, there are often a lot of gastronomic details in the textbooks: various kinds of foods and beverages are listed and discussed, which makes sense for a learner living in the country concerned who has to negotiate transactions in a bakery, café or restaurant every day. However, an Indian first generation learner coming from a rural/agricultural background with no prior exposure to Europe often cannot relate to these things. Moreover, they don't need to engage with these elements while learning a foreign language in a classroom in New Delhi, Pune, Hyderabad or Dehradun. I feel that we have to come up with a textbook that helps the learners use the foreign language to articulate their own reality and their own experiences, equipping them first with a vocabulary that enables them to express their experiences in the foreign language, thereby empowering them and enabling them to overcome their hesitation, before they start engaging with the nuances of a foreign culture and way of life.

Interview 11

E-mail reply from DU, Delhi

I am doing a PhD research on "Impact of globalization and IT enabled services industry on Teaching and learning of Foreign Languages in India" at Centre for German Studies, JNU Delhi.

Could you please share when you started your teaching?
I started teaching in the year 2004, while doing my M.phil.

Why did you teach foreign languages?
I teach German as Foreign language to Indian students who sign up for this course in one of the DU colleges. I have done my language course up to C1 Level from Max Mueller Bhavan, M.A. German (Translation) from JNU and an M.phil in German Studies from DU. I have a very good aptitude for language learning/teaching.

What are the courses that you have taught in your career span as language teacher?
I have taught all the three levels of part-time language course offered by DU, namely, Certificate, Diploma and Advanced Diploma levels. I also taught German language as one of the credit papers in B.A (pass) programme in one of the DU colleges for 2 years.

Could you please share about those things that you liked in foreign language teaching?
It is always gratifying to teach a subject one is good at, to someone else. In case of teaching German as Foreign language, every class is a testimony to the magical process of learning. 'Magical' because, especially in a foreign language class room, one can actually see the process of students understanding and producing sounds and sentences in a tongue which was alien and meaningless to them a very short while ago. The 'spark' of understanding dawning in the learners' eyes is reward enough for any teacher. The foreign language teacher is a facilitator who brings new ways of looking at one's own mother tongue and culture.

What are those things that disappointed you in foreign language teaching?
Today's media savvy students are unfortunately non-readers. They want to learn a language, but without actually reading much in that language. They want short-cut, readymade and quicker ways to acquire a language – which can be mastered only through slow and steady reading and writing. Besides, students who come to learn a foreign language today do not have good proficiency in their own languages.

Do you think that the language teaching practices have changed in last 25 years or in your career span?

Yes. Language teaching practices have changed every time a new technology made language teaching/learning process easier. Also, the purpose for which one learnt a foreign language has drastically changed. Whereas two decades ago one learnt a foreign language to be able to read the classics and philosophers in their original tongue and at the least, to master it for the love of sheer knowledge / skill acquisition, today's learners are very target-oriented and utilitarian in their intent.

What are the reasons for those changes?
After Indian economy liberalised and globalisation took over the imagination of the entire nations through internet and IT- enabled services, students do have a lot of opportunities to interact with, study or work with / in foreign countries. There are a lot of multi-national companies outsourcing a part of their jobs to other countries where employees know their language(s). Tourism industry is a major attractive job market for foreign language learners more so today, than a decade ago.

How do you assess current employment opportunities for foreign language learners?
There are many opportunities today for foreign language learners to use their language skills in getting a job. One gets to work with many international companies in the capacity of translator / interpreter, language processing staff, voice-trainers etc. But despite all these new-found opportunities, there are very few actual full-time career options available even today.

Do you perceive any changes in the employment pattern for foreign language learners in your career span as a language teacher?
Ever since foreign language teaching began in India, the one and only constant career option has been in teaching, which holds true even today. Having said that, many students do benefit out of working for a few years in a company in the capacity of language expert(s) and one can make one's career in the tourism industry or publishing industry if one is dedicated and diligent enough. Freelance translation / Interpretation are popular till date only as a part-time career.

What are the reasons for such a change?

With the market demand for skills in foreign languages is increasing, more opportunities arise and the very fact that many students get job placements for their language skills for a few years is in itself a recent phenomenon. But, unfortunately, these opportunities cannot be long-term career options as most companies do not offer permanent positions for language experts / trainers. Companies hire language experts only on contract basis, till they have such requirements.

Do you think that market demand for foreign language experts have influenced the motivation of the foreign language learners?

Yes, students today are highly focussed and target oriented and they want to learn a foreign language mainly because it might get them a job opportunity.

Do you perceive any changes in the learners' motivation among foreign language learners to learn a foreign language in your career span as language teacher?
One generation ago, learning/education was meant to produce a holistic person who participated in building the society together. Today, with so much of globalized connectivity and many media distractions, a student's attention span is constantly reducing and instant gratification has become a norm instead of an aberration. So, students who come to learn a foreign language ask if they can start earning through their language skills just after one year of learning the language i.e. after barely mastering the abcs.

What are the reasons for such a change?
Perhaps, the old tradition of learning for knowledge's sake did not provide for many opportunities and hence now perceived to be an unprofitable enterprise.

Do you perceive any change in learning expectations of the foreign language learners in your career span as a language teacher?
Yes. Earlier, students used to eagerly learn what the curriculum had to offer and even were happy to be introduced to new culture and literature through the foreign language. But today, learners question the institution and teachers as to in what way the content and the skills they are learning will be useful in their prospective jobs. They don't want to 'waste' their time reading old classics and history in the target-language.

Do you think that the changes in learning expectations resulted in better learning outcomes?
Partially, yes.

Do you think that the changes in learning expectations of the foreign language learners improved the learning ability of the learners?
Partially yes, because, the learners are willing to invest their interest and time in certain skills they perceive to be useful for their careers.

Which are the textbooks that are used to teach foreign languages in your career span as a language teacher? Did the textbooks changed?
I have taught with the text books 'Moment Mal', Tangram aktuell and 'Studio d'

What are the criteria involved in choosing a textbook for a course? What are the reasons for choosing a Textbook for a specific course?

Criteria for choosing a textbook is based on the expected learning outcome of that particular course and also based on the intended skills acquisition according to each level. In my career span, we have always focused on the communicative aspect of language learning of the students, both oral and written.

Do you perceive any change in the methodological orientations of the books that are being selected for specific courses?

The history of teaching methodology has come a long way from Grammar-translation method, audio-lingual method etc. It is the communicative method that has sustained both the teacher's and learners' expectations so far.

Do you perceive any change in the teaching methodology followed by you in your career span as a language teacher?

As a foreign language teacher, one has to use not just one but multiple methods simultaneously in successfully imparting any language skills. My teaching methodology differs mainly based on the learners' level, course requirement and the structure of the selected course book. The overall thread which underlies my teaching method is the communicative method.

What are the reasons for such a change?

(Answered in the above question).

Do you perceive any change in relevance and use of media for foreign language courses in your career span?

Many course text-books now come attached with a learning CDs which has audio and video clips. But the biggest advantage now is that the foreign language learner need not exclusively depend on the text-book and teacher alone for his learning but can access a vast array of interactive learning materials online for free from reliable, authentic sources like the Goethe Institute's official website and other such innumerable blogs and videos.

What are the reasons for such a change?

Globalization and the penetration of digital media to major parts of the country not just through PCs and laptops but also through mobile technologies are the main reasons.

*Do you implement the Digital Media for language teach*ing?

Yes, we use the learning CDs / audio-video materials which come as supplements to the text book as well as a selection of online materials.

What are the criteria that are involved in your selection of digital Media for teaching?

We select digital media material carefully. We use a collage of materials which aide in reinforcing the language structures covered in the text-book of a particular level. Besides which, the learners, with the help of the course instructor, select popular cultural material like songs, plays etc. which are appropriate for the language-level they are learning.

*How do you assess the digital media intervention in improving the learning outcom*es?

We use authentic, real-life situation materials like videos created for specific situations and themes like job-interview videos or foreign students talking about their college life, language-learning experience etc. So, our class group relates to those topics and situations very well and hence effortlessly absorb the language used in those situations.

How do you assess the digital Media intervention in relation to improving the learning ability of the learners?

Though digital media intervention facilitates teaching and offers variety in terms of learning materials, unless these are used by the learners very specifically and repeatedly for achieving specific language skills, they remain mere entertainment and distraction.

European Union (CEFR) and U.S.A (ACTFL) have implemented standardized proficiency levels as learning objectives in the foreign language curriculum and syllabi. How do you assess the Indian situation to these kinds of standardizations?

Though Indian teachers and learners are quite capable of achieving these standards, efforts should be made to gain proper affiliation and authentication for Indian Universities teaching foreign languages from these Institutions.

Do you perceive any change in the curriculum and Syllabi of the foreign language courses in your career span?

Yes, curriculum and syllabi have changed over a period of time slowing, owing to changes in the socio-economic conditions and the varying demand for foreign language skills.

What are those changes that you assess positively?

The positive changes are the changes in the textbooks which accommodates the new digital media in assimilating the content and language level. The communicative method has gained more and more authenticity with the opportunities for the learners to use their acquired language skills in actual, real-time interaction with foreigners.

What are those changes that you assess negatively?

The demand for foreign language skills are aplenty at present but in a very market-driven, utilitarian way. What the enthusiastic and impatient learner need to understand is that, even to achieve a decent mastery over the "utilitarian" language skills, one has to go through the time-tested traditional way of reading a variety of genres and topics in the foreign language to gain a sound language-structural and also cultural understanding of communication. Our universities and language institutes are struggling to meet these apparently contradictory demands and have so far been moderately successful.

Could you please share your ideas or suggestions for designing or developing foreign language courses curriculum under the current socio-economic conditions in India. What could be major considerations for you?

Based on my language teaching experience, my main considerations in designing foreign language curriculum would be to offer specific, custom-made courses for specific market requirements, besides majorly carrying on the vast, wide-curriculum of learning the literature / culture and histories in the foreign language without losing touch with the contemporary reality.

Interview 12

Date	18/01/2017
Venue	Office of the Teacher at MMB
Duration	23.06 Minutes

I am doing a PhD research on "Impact of globalization and IT enabled services industry on Teaching and learning of Foreign Languages in India" at Centre for German Studies, JNU Delhi. This interview is a part of the research and I need your consent to record it for the research purposes. Is it O.K?
Ya, it is fine.

Could you please share when you started your teaching?
I started teaching in the year 2006 and I am teaching for last 10 years at Max Müller Bhavan Delhi and the motivation was just interest for the language. Having learned it for major part of my life, I wanted to use it in some manner and the opportunity comes up from the MaxMüller Bhavan and I decided to use that.

What are the courses that you have taught in your career span as language teacher?
I have in terms of levels of European reference, common reference thing, I have been teaching from level A1 till level B2/2.

Could you please share about those things that you liked in foreign language teaching?
The most important part was that I got an opportunity to use what I have learned and pass it on to other students who were interested in learning. So, it was a nice experience a nice change from daily life also where you interact in a fun environment, because the Max Müller style of teaching is very different. So you are interacting in a fun environment and enjoying the time as well and at the same time teaching and making people opening up to totally different world to youngsters and that is what we get here mostly youngsters 18 , 20, 22,23 year olds is what the general profile of the students over here.

What are those things that disappointed you in foreign language teaching?
Some people unfortunately do not have the aptitude and then this lack of aptitude but they do try very hard but the lack of aptitude is sometimes little disappointing that you know, that they are not able to understand something as basic as may be articles or something as basic as sentence construction or something. So that is obviously little bit disappointing to see the people struggle with the language sometimes. So that is disappointing.

Do you think that the language teaching practices have changed in last 25 years or in your career span?

They have changed obviously with advent of technology, obviously it has changed in terms of style we still I think are pretty much the same but in the sense that in MaxMüller Bhavan, I can only talk about that, that our way of teaching is, the methodology is pretty much the same but the way we are going about doing it obviously different. Where we used to earlier we used overhead projectors and do things differently now we are also in terms of methodology also like earlier we used to do also lot of drill exercises and chain exercises to keep on repeating and lot of it was more of repetition and now may be also try to shift to more of intuition and also with technology then obviously now we are using smart boards and we are using internet extensively in class and we even have the option of e-online courses and all. So, that all these things have obviously come up in the last few years. So they have changed teaching.

How do you assess current employment opportunities for foreign language learners?

If they are facing their career prospects solely on language then they have only very limited options. The two big options that I personally see are one is you know in teaching obviously, teaching has come up in two years, may be due to the new government's policy it seems it might suffer but at least in the last few years lot of schools have added German also thanks to the efforts of the MaxMüller Bhavan, because they also have been pushing this in schools. But the other option is obviously is the call centre industry and there it is quiet easy to get a job after you have done your B1. But other than these two options I do not see too many. I mean it is like for translations or something you need to be really proficient in both the languages for that you have to spend really a lot of time learning the language. Then or tourism industry but there you would also require some other qualifications. So, German works good as an add-on qualification as foreign languages. German works good as an add-on qualification but when we are looking at German as a sole basis of building a career or something then there we have, in my opinion we have limited, in my experience and opinion limited options, the two main being teaching and call centres.

Do you perceive any changes in the employment pattern for foreign language learners in your career span as a language teacher?
See this entire boom actually would I, I would feel is based on the call centre industry. Because the call centre industry has been employing students, Maxmueller students so extensively that you know, it is quite simple to do. You do B1 level course and you get easily 20, 25000 Rupees job at some call centre. The main one being call centres which are employing people by the hoards.

So this change in the employment pattern how does it reflect in the classrooms/ your strategies?
In the classroom also the difference is the profile of the students; obviously it becomes younger by the day, you know, that is one major change. How is it and what kind of people are learning now language, it is not now more the working

professionals these are the more students who are going in for it so that in a year if they finish the B1 level then they are able to get the job. So then that is a change and also the seriousness also suffers because they are not much interested in the language but more interested in the certificate. So they want to just do up till B1 and then they lose interest and they give up. So, that obviously also effects you know.

Do you think that market demand for foreign language experts have influenced the motivation of the foreign language learners?
Obviously, obviously, because there is a demand, that is why people are learning. If they did not have any use for the language then they not have been spending their time and energy and money in learning this because the courses have become quite expensive also over the last few years.

Do you perceive any changes in the learners' motivation among foreign language learners to learn a foreign language in your career span as language teacher?
Ya, I mean the motivation has increased also because of opportunities are more. So the motivation and also people have more contact with outside world. So, ya, they are motivated to learn. But mainly ya, because of the.... of the opportunities that they have, they see. But sometimes they also becomes disappointed because there are people who have higher aspirations and are not want to really just spend their life in a call centre. So, when they realize after having spend a good part of their like two, three years of their life time to do this they still end up in a call centre then they are disappointed with that also.

Do you perceive any change in learning expectations of the foreign language learners in your career span as a language teacher?
Expectations also as now they wanted to do it in faster. Earlier students used to be do not mind spending time with the language, learning the nuances, learning everything. Now they are just waiting to finish off with the levels and start working. So, this is a change. They just want everything less. They want it faster, age of fast-food and they want fast courses also. Like Pune has been offering fast courses. MaxMüller Pune has been always offering intensive courses. MaxMüller Delhi has also reduced. At one point of time, when I started learning for example 6 months we used to have one course, going on for 6 months. Now we have it in 3 and half months. So that is also how we have responded to this demand in a way.

Do you think that the changes in learning expectations resulted in better learning outcomes?
I do not think so, because this need for speed is not really helping in learning the language, because it is something which....for which you need time. And if a student is in a hurry then they will not learn the language as they could, if they would have spent actually some time doing it. So, I think this is.... I mean the whole thing that they want to do it faster, is not, because the language cannot be learned in a fast forward manner.

Do you think that the changes in learning expectations of the foreign language learners improved the learning ability of the learners?

I would say the ability... not. I mean the changing in the expectations improved the learning ability..... No, I mean I do not think so, because what might have aided that...might have been the technological options that are available now, that might have. Now you can look up YouTube videos and all of that has improved the learning ability probably but the expectation to do things faster like I said in my opinion that has been the biggest change that people are now just in a hurry to do everything. I do not think that has improved....we are actually to be honest at points.... at some point of time.... at many times quiet disappointed with the quality of the students that we get.

Which are the textbooks that are used to teach foreign languages in your career span as a language teacher? Did the textbooks change?

Ya, we initially started with the book Tangram Aktuell, and then we move to the book StudioD, and currently we are using the book Netzwerk. For all these three books the guidelines for us come from MaxMüller...sorry, Goethe Institute, Munich. So the textbooks have been always I mean if I go back and see Tangram today and the kind of vocabulary that was used there and the kind of ways the things are done there, even the videos or whatever we see from that time are totally not applicable in today's times. I mean just the other day just I have just checked the old video of StudioD which is not a very old book. But over there people were using landline phones and calling each other. In today's times nobody, you know when you see the videos of the newest books they are all to do with the technology, internet and mobiles and smart phones. So, even the examples and the texts in the book are all so much more current rather than in the older books.

What are the criteria involved in choosing a textbook for a course?

Well, for us is basically what the Goethe Institute, Munich tells us. But I think their motivation is more of keeping up with the times and going through what is now, what matches the current situation in the world. You know, even the like globalization, like migration and all these kinds of topics are covered quiet extensively in the new books in the higher levels.

Do you perceive any change in the methodological orientations of the books that are being selected for specific courses?

Sorry, could you repeat that?

Methodological orientation of the books, whether it has changed or…

Ya, ya, now obviously the books offer lot of you know, once again technological options like we have smart boards so we have the smart exercises are integrated in the…. in the books itself. So there are certain exercises in the book for example which are….which need to be done with the smart textbooks or with the smart board or you know things like that. So ya, those methodologies have been changed and that I guess

is because of the changing books in the sense, with older books this was not available, these kinds of options. I mean the publisher itself already provides you with these options of doing a smart book or smart exercises.

Do you perceive any change in relevance and use of media for foreign language courses in your career span?

Obviously the media has a….. it is a big boon I mean once with all the information and the technology that is available totally changed the way we are teaching. Once we use to do, at some point of time over head projectors and you know we were doing it and now we showing videos in class and ourselves for us our understanding also and the students living here do not have, mostly not have been to Germany. 90, 95% of students learning German are never been to Germany. So there through these videos and through these technology, media, magazines, newspapers that we get, they get a you know, insight into what is happening in Germany also. Internet is through out there in their mobile phones.

What are the reasons for such a change?

Reasons obviously I guess changing….obviously the technological changes are the big reason and obviously it is world….world is now so much closer that information travels so fast that students ya, follow that and then it obviously reflect in their language also. I would think so.

Do you implement the Digital Media for language teaching?

Ya, ya. We have smart boards in class which we use for showing videos at times. Internet connections in class which we use for internet connections. Online magazines are suggested like 'Spiegel' or even if students are not able to borrow the magazines from the library, the library membership is free for them, they can borrow magazines but nowadays nobody want to read from a book. So, but there are websites available for all these. So they can read online also. So, we make our suggestions unfortunately with the current generation they are not too interested in reading. They are more interested in watching. So, they do not do as much as but there are certain exceptions who do that as well.

What are the criteria that are involved in your selection of digital Media for teaching?

It has to be according to the level. So, firstly if I am suggesting something or if I am doing something in class it needs to be something which the students understand. And it needs to be then according to that level, it needs to be obviously topic wise whatever topic we are doing in class that needs to be covered effectively, so, ya, topic and also my target group. If my target group is someone who is looking for a job in Germany then maybe I might want to show them video which is showing some sort of an interview situation or something like that.

How do you assess the digital media intervention in improving the learning outcomes?

See, obviously they have access to lot more information. Now how many students actually use this in a productive manner is a question. Because this access also comes with lot of other things they want to do like, you know like time wasting stuff like face book or whatever. So, they whether they use this access for improving their language I am not sure. Like I said exceptions are there but as a rule it is not something we see happening too often. But yes, they have the access they have the options, whether they use it or not that is totally depends on them.

How do you assess the digital Media intervention in relation to improving the learning ability of the learners?

Ability again, same thing, you know, when you have access then you have the options and the interested people can obviously then improve their knowledge through these means. Ya, I think they have also becomes the kids today are so much sharper than the kids earlier and our students profile keep shifting, in the sense…. in the sense that the students profile is generally 18 to 22 or 24, 23 years old. If you are 28 year old in the class then you are a didi or Bhaia. So that is the difference that we have. So, every time if we have the same age groups profile. Over the years the age profile remains the same but those people in that profile are becoming smarter every year. So their ability I would think that way is obviously better and ya, I guess that digital media has a role to play in that.

European Union (CEFR) and U.S.A (ACTFL) have implemented standardized proficiency levels as learning objectives in the foreign language curriculum and syllabi. How do you assess the Indian situation to these kinds of standardizations?

Well, obviously the standardization is required because we need to…. be able to assess the level. Now the standardization has…is pretty much followed here in terms of the exam that you have cleared. So if you have cleared the B1 exam you are supposed to have the B1 level or the B2 exam, you are supposed to have the B2 level. Now it is just that sometimes the examinations do not really reflect correctly the actual situation of the student. He might have cleared a B1 exam, and sitting in B2 class and he cannot form a proper sentence. So he somehow managed to clear the exams some way. So, the standardization obviously gives us a fair idea and gives us a path to follow but then whether I mean it always matches with situation, I am not sure. There are exceptions, generally it does but there are students who might have cleared a certain level but are not that level.

Do you perceive any change in the curriculum and Syllabi of the foreign language courses in your career span?

Perceive any change? Change obviously, is because of the change in the books the curriculum is changed. The topics remain the same; the language essentially remains

the same, vocabulary changes. Vocabulary the kind of words that we use the language is a dynamic thing so the words that we had earlier are now today different. I mean, sometimes these changes happen over the years. Vocabulary has changed quite a bit, language essentially remain the same obviously.

What are those changes that you assess positively?

Positively…. in terms of curriculum obviously it is more current, in with the times and matches requirements of today. People cannot relate to something then they cannot learn. So they need to relate. So now the students are able to relate with it.

What are those changes that you assess negatively?

I do not think there is anything excessively negative about anything but there is just we are losing, it is not something that we are doing but in generally in Germany they use so much of English and even that is reflected in the terminologies and the vocabulary that we are also doing here. So, at times obviously we are but ya, I mean, I think we are still using more German as the Germans are using in Germany. We are still trying to stick to German as the true form rather than like in Germany I lived, it is about years since I went, but I believe they are using a lot of English in their daily life. So that language changes happening there, it is not being reflected so much here but slowly yes.

Suppose you are designing or developing a course curriculum under current socio-economic conditions of India, what could be your major considerations?

For what level?

Generally if you design a foreign language programme say A1… say B1….

See, I am fairly satisfied with the current curriculum that we have. And we have for example like topics like you know work, Beruf and all these things could be very……designing the curriculum, for B1 level for example I think we would be including more work related you know topics also because our students are looking to use this language professionally. So, we would be using more of that may be also with going by the current topics of migration and all. We already have these topics in B1. In B1 we already have migration and all I would yes, continue to use those topics and probably build on them with current scenario in Europe, probably that.

Thank you very much.

Interview 13

Date	18/01/2017
Venue	Office of the Teacher at DU
Duration	34.50 Minutes

I am doing a PhD research on "Impact of globalization and IT enabled services industry on Teaching and learning of Foreign Languages in India" at Centre for German Studies, JNU Delhi. This interview is a part of the research and I need your consent to record it for the research purposes. Is it O.K?
Ya, it is o.k.

Could you please share when you started your teaching?
I started teaching while I was studying MA. Immediately after my graduation I got a opportunity in an institute, a small institute, it was actually an airhostess academy sort of an institute. I do not remember the name now. They have a certain module which is not even complete A1 at that time, very basic language that they want me to teach. Probably it was an add on for their students.

Why did you teach foreign languages?
Why did I teach foreign languages....well because... I know I have I used to take tuitions earlier, and teach other subjects also and after learning this language in college, I do not know somehow I realized that I should teach foreign languages also to students not just with specific purpose but generally I am like this. If I learn something I like to share it with others. So this is a new skill I acquired that time, I thought that I should share it with others. So, ya that is how I began with this. Then I enjoyed teaching of foreign language and now it is my career.

What are the courses that you have taught in your career span as language teacher?
As language teacher, I have of course done DaF that is Deutch als Fremdsprache, German as foreign language. Apart from that because I was all alone in Gandhinagar as they started new department, I have to teach MA, which was definitely challenging. I have just done MA myself at that time, but I had support from my teachers. I took the help and I was able to teach that. We did translation in that. Cultural history and literature.

Could you please share about those things that you liked in foreign language teaching?
In foreign language teaching, I enjoyed mostly teaching the beginners that is the BA 1 students, because I feel that they are more enthusiastic about the foreign language and they respond very well. And the second thing that I enjoyed, there is no comparison here but the literary texts plus cultural history, these two things I mean enjoyed teaching because there is a lot one can reflect upon.

What are those things that disappointed you in foreign language teaching?
In foreign language teaching that disappointed.... there is not much that disappointed me. I do not think that there is a thing that disappointed me.

Do you think that the language teaching practices have changed in last 25 years or in your career span?
Yes, definitely it has changed. It has become, it has digitalized so to say. Although we have still quiet less options here in Delhi University right now, I mean we have options but it is little tedious to every time attach the projector and use it. But it has changed over the period. All these new books come with their, first smart boards they have all these slides ready and you can use them and they come with DVDs which are now part of your book. So there are lot of supplementary materials that can be used which is being used in the class which really helps, one it saves time otherwise we used to look for such videos or some extra audio material for classroom. Now it saves the time for teachers because they have everything incorporated. I will not say that any book can be sufficient for foreign language teaching, still it becomes much better.

What are the reasons for those changes?
Reasons for those changes when it comes to the digitalization, I think it is the technology, the new technology has come up and if it is beneficial sure one should use it. And these videos that I am talking about we have recently, with the last semester we started with the Netzwerk. It has video with it and each chapter has a video series together and you can use it as a didactic tool you know. So, and looking at something and learning is I mean, people I think are more visual. They understand, grasp things better when they can see it happening. So that I think quiet beneficial.

How do you assess current employment opportunities for foreign language learners?
Employment opportunities ....there are many employment opportunities. But whether everyone is looking for those employment opportunities or not is different. For example, there are lot of students especially in Gandhinagar, if I would talk about that lot of majority of students from UP, Bihar and they wanted to learn the foreign language because after the three years they are sure that they will get a job. But mainly those jobs are in BPOs or actually KPOs. Once you start working that is the feedback that I get from my students so, initially they enjoy that money that they are earning, but over the period of time, it becomes very monotonous. They have set pattern and if you that language you know, you just have to fill it up, translate forward it so on. So, I do not know, for the long run they do not really enjoy those options that they have.

Do you perceive any changes in the employment pattern for foreign language learners in your career span as a language teacher?
Yes, there has been a change, like I was mentioning about these BPOs and KPOs. Apart from that may be other sections have opened up like Germany has invested a lot that is why one this teaching opportunity which has opened up, especially in

Kendriya Vidyalayas apart from that in many private institutions. Translation has also; I think translation has always been there; probably people are exploring that more now and ja, also tourism actually. In tourism I have a couple of students, and I have this friend who has started this website mainly for women tourists, foreign tourists and they are hiring foreign language experts, guides.

What are the reasons for such a change in this employment scenario?
I think globalization is one of the major reasons for this. And also probably India as a tourist destination is being promoted and it is being accepted people wants to come to India and explore and the Indian economy is... I mean, India is a huge market actually, so there are many companies which are investing here, coming to India. All these things matter.

How does it reflect in the classrooms / your strategies?
These employability.....in the classroom... I know, I think when we were learning personally like my friends circle and myself we want to very clear of the fact that after e three years or may be five years that is your BA and MA you want to you know get some jobs. That was the mind set then. That mindset has changed like I would say that we were learning and with as the time pass we realise that o.k., this is what we can do, these are the options, maybe we can study further you know, explore things for us. But these days more and more students want to get a job immediately after their graduation and they think that learning a foreign language is the way to getting a job.

Do you think that market demand for foreign language experts have influenced the motivation of the foreign language learners?
Yes, I think, it has.

Do you perceive any changes in the learners' motivation among foreign language learners to learn a foreign language in your career span as language teacher?
Definitely, I will not say that everyone is looking for a job. There are some students who are really interested in literature or culture of the language or just you know, fun of learning an language, but majority of students are looking for an employment.

What are the reasons for such a change in the motivation of the learner?
Change could be not just that there are in the market there is this demand for foreign language experts. Apart from that I think it is an overall change. It is just not probably not just in foreign language departments, I think, other departments also the students these days are looking for a job. Probably it is something to do with the education system of India, we like parents in fact I would like to say like an investment. You invest a lot in your child's education then you want the returns. I think that mindset has, you know it is becoming dominating now.

How does this change in the motivation of the learners reflected in the classrooms?

I did not think about it much but you find, you can easily find some students who focus, there are some students who just focus you know, their grammar that could be the way we have always learned languages in school, but may be that is, one of the reasons could be that they are working on these translations simultaneously but majorly what one can see is when we do something apart from the curriculum like if you are just supposed to learn the language, then with language comes the culture, many students are not that interested in knowing more about it. Doing what is there happening in the classrooms is fine, because they are going to take an exam at the end of the day, with that curiosity which used to be there which is supposed to be there, that you want to know, you want to get into it, explore it further, that I think is missing.

Do you perceive any change in learning expectations of the foreign language learners in your career span as a language teacher?
Learning expectations of the students.... yes, they want to learn the language perfectly as fast as possible is one expectation I see a lot in my classrooms.

As fast as possible, do you want to say that before it was not as fast as....
....I think it was not as fast I mean, we used to take time but these days it becomes like, if you see, it you talk about MaxMueller Bhavan, they have shorten the duration and increase the time hours, three, three hours and four hours they have at a stretch and within three months they ends their semester. They reduced the whole time duration I am not saying that it is not doable I have not taught in that manner for me it is doable but that is reflecting upon the fact people want to do it and acquire a certain level of language as quickly as possible.

Do you think that the changes in learning expectations resulted in better learning outcomes?
Not necessarily. I do not think so. I do not have any data for this. But this change in learning expectations, I do not think so that it has led to better learning.

Do you think that the changes in learning expectations of the foreign language learners improved the learning ability of the learners?
These kind of questions one has to really analyse and sit with students and see but if I just think about it I think the ability can definitely improve if you are dealing with the language working with it, like all day throughout it, definitely it can improve depends the way it is being done. Because I know of an institution, the purpose of that institution is that is probably completely different and they just train to take that B1 exam through that you can move to Germany. So they claim to teach the B1 level even in two months you know, from scratch and I do not know how do they it but there I do not see any ability enhancement definitely.

Which are the textbooks that are used to teach foreign languages in your career span as a language teacher? Did the textbooks change?
Yes, yes, the textbooks have changed. I started teaching with Tangram, and then it was StudioD, now we have been to Netzwerk.

What are the criteria involved in choosing a textbook for a course? What are the reasons for choosing a Textbook for a specific course?

It is actually nowadays people are looking for a more communicative approach. So that is one of the major criteria and also the supplementary materials that has come up with all these new books.

Which are the books that you are used in Gandhinagar?

In Gandhinagar we started with StudioD.

There it has changed or it has not changed?

I am not sure but I do not think so that it is changed. This change actually also depends upon in Indian Universities, that I have seen on the fact whether these books that, price of the books that matters and whether these are easily available or not. For example we want to introduce the Em books for certain level but that was not available, because of that we have to change and then we opted for Aspekte. Em neu, ya. That is also to do with the Max Mueller Bhavan because the books they are using they order in bulks so books are probably available in India and that somewhat affects our choice of books also.

Do you perceive any change in the methodological orientations of the books that are being selected for specific courses?

Orientation of the books… more or less similar….communicative approach but if we compare like the three books that I have taught, from that we can easily notice the change, Tangram was still you know more focused on that grammar practice, fill in the blanks sort of exercises which are still there, and StudioD and Netzwerk come with an additional intensive trainer for that but if you just talk about the course book and Arbeitsbuch then it is more you know small texts, contextual texts where you have to put what you have understood, that you have to put you know, it is not like, it is not just simple fill in the blanks exercises. There is a context in those exercises you understand them and then you put your brains to it and you find correct answers. That has changed plus the topics more or less are similar. In Netzwerk more one can also find some Indian names coming up in the book may be because of German is now used in India and taught in India a lot that could be one of the reason. Otherwise I think it is quiet similar. If leaving the digital part aside then I would say it is quiet similar.

So you see some change in the digital media….?

Ya, earlier this… earlier digital media was something that people supplemented from our side, now it is incorporated in the text book. The text that for example we are doing certain chapter, the topic is let us say Arbeit that you have certain videos which is going to show you that. You know, some authentic videos, some …so that helps.

So what are the reasons for such a change?

Reasons for such a change…. I think that I have mentioned earlier also that this visualization helps in learning, grasping things much better. Probably that is one of the reasons for this. And also we are like kind of dependant on this....media these days. Very important point I want to rise which bothers me a lot is this online dictionaries. I think it is…. I do not know about others feel about it, but I think it is very distracting in class. Because you see students for every word they would want to check it out right there you know, just right there. So I think the whole experience of trying to understand what this word means by reading lines, reading the whole text that is lost somewhere.

Do you perceive any change in relevance and use of media for foreign language courses in your career span?

Change and relevance of digital media… probably now it is…, everybody is using it. I think it was relevant all throughout. Even when I was teaching myself that time also it was quite relevant. May be it is more accessible now that and also while it is the part of the books so, that is why it is being used more. When we talk about relevance I think it has always been relevant. The difference could be at that time when I was learning it was more authentic videos in the sense that we were used to watch movies and nowadays we have small clips which are prepared for the classroom teaching which were actually available earlier also but I do not remember ever seen those movies in the classroom. Ourselves we definitely went to the library and you know watch these videos; they were never the part of our classroom. But they have definitely become the part of classroom

If you could elaborate what are the reasons for such a change?

It is ….one can simply put it, it is the more fun way of learning language. For example there are very small videos where there are couple of students who are discussing, who are in a restaurant setting and discussing what to eat, so this basic thing that we usually tell them that you know there you are charged differently, whatever you eat you pay for that but there is question which comes, that whether you want to pay together or something. Instead of telling them this if they can see it and observe themselves I think that is....that has …that is more powerful and they understand. Something they see then they are experiencing it. So that is I think much better.

Do you implement the Digital Media for language teaching?

Yes.

What are the criteria that are involved in your selection of digital Media for teaching?

Criteria like what sense it is of course, it has to be relevant to what we are doing otherwise in classrooms, that is there and I tried to find more authentic material not that these videos are not good, they are of course very good , they are also quite useful in the class but something more authentic is because I do not know how to explain this but then again it is like that the books that we do, is created you know, that you do this exercise to learn this so those videos also corresponds to that. I prefer deviate a little bit from there and seek finding something else which they can understand which is more authentic then you know you can probably figure out for yourself that this is what you can understand and there will be parts which you do not know but you find it out yourself you analyze it. That is one think that I really think about.

How do you assess the digital media intervention in improving the learning outcomes?

I ….. I can not say that. I can not assess that much because I will not say that our classrooms are completely digital because many times we do not have the rooms, appropriate rooms for that.

The question is that when you are implementing the digital media, how that, that interventions result in improving learning outcomes?

So, definitely there is an improvement. Especially for example even the audio cassettes and CDs are always used, they are being still in use. So for pronunciation for example, this is very important I feel. So, I think that the question is whether improves or not… definitely improves it. It is an add on and must be used in class.

How do you assess the digital Media intervention in relation to improving the learning ability of the learners?

Learning ability of the learners….. I do not know whether it improves the learning ability, they are definitely learning much better, somewhere down the line it is probably improving their learning ability. I can not really comment on this. I did not think more on this. Learning ability just to learn a foreign language, probably yes but over all learning ability whether it is improved by the digital media, it is a question that I doubt that something. Learning a foreign language for that particular skill it is helpful otherwise I do not know.

European Union (CEFR) and U.S.A (ACTFL) have implemented standardized proficiency levels as learning objectives in the foreign language curriculum and syllabi. How do you assess the Indian situation to these kinds of standardizations?

That European framework and all, all these standardizations are needed I believe. This …. Through an example, maybe I can elaborate on it is that if I know somebody has this particular level of knowledge in a language then I can plan my classes accordingly. For employment it matters in the same manner. So standardizations are definitely helping in that respect.

Do you perceive any change in the curriculum and Syllabi of the foreign language courses in your career span?

There have been changes. There have been changes. So when we were in Gandhinagar we were focusing on language in the graduation specially, graduation level. It was all three years languages only last year, third year that we introduce literature. Although we, all the teachers we felt that that we should focus more on language per se probably with the students that we were getting there. They were looking for jobs after graduation. Not many of them were interested in MA. But the decision was made that to include the literature in the third year because of course the main purpose was not that we are not of course we are not private institution just providing you language skills, knowledge that you can go and work somewhere we also want them to study further. So looking at other universities curriculum we thought that it is important to incorporate the literature but the change that we really discussed a lot that time whether to have this subject, German for specific purposes which was dealing with the Wirtschaftsdeutsch. In Delhi University with this credit system they happily introduced this LSP, skill enhancement course, and media courses, everything in German language so I think it all the change in curriculum it depends at on the aim of teaching of German as a foreign language.

What are those changes that you assess positively in relation to curriculum and syllabi of foreign language courses?

These changes that are come up especially Language for Specific Purpose is positive to the extent that the employability of the students is increasing with this. But over all if I see then the number of students who are interested in the language itself that is reducing. It has become a way to get a job. So I do not know whether it is just because of the curriculum or it is just the students themselves what they think. With that aspect I think it affects negatively. It is negative for the department. All my BA students leave after three years then it is not very good situation.

Could you please share your ideas or suggestions for designing or developing foreign language courses curriculum under the current socio-economic conditions in India? What could be major considerations for you?

One of course, the employability that has to increase, employability of the learner and then second would be the demand of the market also if we are looking at the employability. If it is just the socio-economic aspects one has to look after then but I think the learning, learning anything, any discipline if you just learn it for the you

know the benefits that you might be able to get out of it that I need time to think about..

You are saying that employability concern is one of the major considerations…

It has become a major consideration now. Since I have been teaching it is a consideration before that I cannot really comment. Probably it was that is why we have this Certificate, Diploma and Advanced Diploma courses in Delhi University, it was and also but that should not be the only criteria for designing a course. There are various aspects of language as we always talk about it is language you cannot just separate the culture and language with that come, with that you have history of a particular country I mean all these aspects are also important for a designing a course. Only at BA level you would not be teaching them history in language itself but it is important for anyone learning a language more or not, the culture and history of that country.

Thank you very much.

Interview 14

Date	30/01/2017
Venue	Office of the Teacher at MMB
Duration	48.14 Minutes

I am doing a PhD research on "Impact of globalization and IT enabled Services Industry on Teaching and learning of Foreign Languages in India" at Centre for German Studies, JNU Delhi. This interview is a part of the research and I need your consent to record it for the research purposes. Is it O.K?
Ya.

Could you please share when you started your teaching?
Teaching at MaxMueller Bhavan, New Delhi started in 2013 April formally. Otherwise small classes, individual tutoring that I have done, but as professionally 2013.

Why did you teach foreign languages?
Because I have learned it and I like teaching and that is one field of profession that I anyway want to pursue, I think so.

What are the courses that you have taught in your career span as language teacher?
Language courses? A1, A2, B1.B2 and right now in JNU B.A 1.

Could you please share about those things that you liked in foreign language teaching?
Interaction with people, your own growth in the language learning, teaching, understanding of the language and also the involvement of the other people and seeing them grow learn and develop.

What are those things that disappointed you in foreign language teaching?
Very less things actually, because it is..... also and if someone does not like... of course, disappointing thing would be someone does not learn the language even though he is capable of and he has enrolled for a course but if he is not learning the language it is again his or her doing the homework or paying the attention is his responsibility, his duty. So that is then.... something what his part is and so that what he does it is not then that is disappointing.

Do you think that the language teaching practices have changed in last 25 years or in your career span?
Ya, sure, I mean more technology, more self learning and less of teacher centred learning and the methods, the media, the material everything has changed. 25 years in anyways but last 5 years also I would say.

What are the reasons for those changes from your perspective?
Aims of learning language, purpose of learning language, availability of and accessibility of new media, new books, and new mediums that and….. the reach of the foreign language to many people. Many people look foreign language as a medium of getting a job so then that perspective, all the things, going to a foreign country is easier. Then the syllabus, the medium the topics have to be changed. Those are the reasons I think.

How do you assess current employment opportunities for foreign language learners?
In some fields, I think if someone has another background say commerce, some back ground, technical background, or MBA background and has learned a foreign language I would say that improves the opportunities massively but just the foreign language and no other background is then quiet restricting, specially the number of people learning a foreign language with a hope of getting a job in some MNC or some places like that. That the ratio of people learning German and the ratio of people who would get a job is then quite unfair. So you need to be the best in the language learning or then have some secondary, actually primary qualification and language can be a secondary qualification. Then you can perhaps get a good job.

Do you perceive any changes in the employment pattern for foreign language learners in your career span as a language teacher?
Ya, sure. I mean the ....all the MNCs and all the foreign language experts which are needed in those companies I think have then risen in the last few years but those will perhaps go down again depending on the foreign policies of Germany or other foreign countries and Indian policies towards them and ... So there has been a rise with the MNCs which are then which established themselves in India and hired people but then it can again go down and will go down in some years. Because also spread of English as the medium of instruction and other things also.

What are the reasons for such a change in the employment pattern?
I think more or less what I have already said and the governments of both countries, the economy, the availability of resource, the globalization towards learning English as a foreign language and then all transactions are being in English and also less of more towards finding a job and less towards learning a language because of the culture and other aspects. People would see perhaps the output of that language learning in terms of getting a job more than getting to know a new culture or something. So that....

How does it reflect the employment pattern change, how does it reflect in the classrooms/ your strategies?
Then there are for example now ‘interkulturelle Kompetenz’ is one of the terms which is used in every book and every classroom. So you have to go and meet the person of the other country of the other culture. So we have to make our students understand

that how that person thinks and behaves and acts. So that has to be the part of classroom not just the grammar and vocabulary part and also introduction of more cultural things like Jugendsprache and new CDs, new albums, new fashions of that country so people get familiarize with the real life of that country so when they go there, you do not feel very fremd. And also employment patterns are same more or less, and how do you make presentations is taught in the German language class and how do you write an e-mail and how do you respond to e-mail and how do you..... all these things which are concretely something which one does in his profession, is also part of the classes. Some of that is 'sehr geehrte Herr Mueller and all these terms and language and philosophy.....and all that.

Do you think that market demand for foreign language experts have influenced the motivation of the foreign language learners?

Ya, sure. Especially people, there are many in Max Mueller at least who, they do not have any background they just hope to come to MMB and learn foreign language till B1, B2 level and then get a job. They have pinned all their hopes on that certificate to get the job. Few years ago it was perhaps excel, computer and something like that now it is foreign languages. It is like a vocational course now. It is not a cultural course it is a vocational course is something what you achieve and then you get a job and something you get a certificate and you get a job.

Do you perceive any changes in the learners' motivation among foreign language learners to learn a foreign language in your career span as language teacher? How it was before and how it is now?

I do not know, before and now because I have been not teaching that long but I think some of them at least have the exam pattern and exam marks in front of them throughout the course where they are learning the language. They assess everything in terms of is it necessary for the exam and will it help me to get a certificate. So many people who fail the first level want to appear for the second level, because just the certificate of the second level is important than the first. So they do not think that I have not learned anything but they think I will try the second level from some other institute or some other place or learning at home. So they do not consider the language learning part that important but they consider the certificate part and exam part because of course, the exam gives you the certificate, important than the language learning. But of course not many I would say, there are still many who want to learn a language and would repeat a course if they have got not good marks or would take a break if they do not think they cannot at the moment learn a language. So there is also that kind of people and there are some percent who wants to learn a language because it will give them a certificate which will give them a job.

How do you see the percentage of students who are learning language as you say just to join for the MNCs?

Ya, not the majority I would say, but depends also on...and it is ....There are various shades I think. There are some who have a got a job but then learn a foreign

language to get a better job and there are some who do not have a job and do not have any degree and learn the language to get into some jobs. So, it is and there are some who are quiet settled in their job but learn a foreign language just to get some foreign projects or to settle down in a foreign country. So everyone has that one plus motivation what they want so....But the people who just need the certificate those are then less I would say 20% if it all it has to. And also there are other reasons to learn a foreign language also it is something got, something is also which is to do with fashion and which is to be cool and which looks good on the CV even though the people are 17 years old they start foreign language because it looks good on the CV but they do not know what exactly they are going to do. I mean, is it in the later stage is going to help them or not but there are many 17 and 18 years old learning a language and not exactly knowing why they are learning a language. So then the motivation is less and then the class performance is weak because they have not never learned a foreign language, they are not as such good in leaning, in academics but they are just learning because someone has learned it or some family member has suggested them to do it a kind of 'iss mein bahooth scope hai' things. .

What are the reasons for such a change? You are saying that more and more young generation is learning now.

Ya, I mean, coming... learning it in Delhi I think it is…. ya, people have time and if people have money then they want to do something then foreign language then specially German, because it is a kind of its economy and everything is considered good so and that is the reason I mean very less focuses, not for all but it is not that focused and something they want to do apart from the college, some extracurricular activity and which becomes then German.

As you see that the motivation of the learner is influenced by the market demand and you also see that the motivational changes in the classrooms, would you like to share any teaching strategies how to deal with these different shades of motivation in the classrooms?

It depends on individual groups but then there are , if the group is exam oriented then you do exam preparation stuff and stuff , which is necessary for the exams which is also part of teaching which is not exactly wrong. So you give more focus on the exam part and because the Goethe Institutes' exams are also quite 'handlungsorientiert' that you then write something what you anyway would have written in your real life or you read something anyways would be reading in real life. So, it is that the focus can be more on that. There are some groups in which you can put the focus on 'Landeskunde' and you can because they are quite familiar with learning a language, if people have been to Germany, they grasp the language easier. Because some company have send them or something, so there you can put your focus on the landeskunde part you can introduce the norms in a Restaurant, in a traffic, in bus and you can put more focus on that which will be interesting for them because they have experienced it and not understood it or they would be going to Germany and then understanding that. And according to age a bit also like, the class is a younger class

then you can introduce some songs which will which they can relate with and if people want to read a bit more and there are some who do their PhDs and I had students who did their PhDs or doing their PhDs in English or in Philosophy but they come across German texts and German authors and for them one can also give them some higher level texts or some introductory texts to German language which is also part of the language learning, at least considering the MMB part. I will not necessarily talk right now about JNU because I was not teaching here long and I teach just the BA which is anyway just a foreign language class. I mean I do not there is no literature or anything in the first year BA which I teach. So but there in the BA class also I at least put more focus on the reading and writing because those are the skills that they will be needing later in their literature learning careers. So they want to read more text and gather more vocabulary and speaking and listening then kind of goes in the background because those are not the skills that they necessarily need to develop and I mean of course, we do speaking and listening but much more focus is done on the reading and writing part as you get to see from the home works.

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Do you perceive any change in learning expectations of the foreign language learners in your career span as a language teacher?

This would be more or less what I have said and expectations is that do they expect just to get good marks without learning or do they expect to understand the culture and language without necessarily passing the exam, if someone is out of the city on the exam date then they just say that I do not want to write the exam, it is just I want to learn a language and. So different kind of people but I cannot generalize any.... change as such. I can, as I said the younger people coming in..... hoping to learn a language and get a job later in the life not necessarily at that moment. And strangely if you ask the students what they expect in the German language class and they do not have actually much idea either they have not thought through or they have not talked to anyone how would the German language class is or they have not learned any other foreign language to compare to someone but if you ask them what are your expectations from this course, they most of the time they do not have any answers. They have just whatever the teacher would be doing we are accepting it passively receiving that is what the trend is. Sometimes they of course say want to sing songs and watch a movie but then not much and not all the groups. So they come to class without themselves having much expectations or any idea like how is, how other things going to be.

Which are the textbooks that are used to teach foreign languages in your career span as a language teacher? Did the textbooks change?

As a language teacher I am since only three years. Even in three years I have taught two sets of books. They change in every three, four years I would say, at least in Max Mueller Bhavan.

What are the criteria involved in choosing a textbook for a course? What are the reasons for choosing a Textbook for a specific course?

Again learner centred, so what a textbook offer, textbook sometimes, most of the times actually also gives a short introduction to which group is this book is oriented and what are the people in mind of the textbook authors and mostly in India then it has to be also then more focus on language learning because our students cannot go on the street and talk German, so they have to get the things from the book which will they use themselves and but also gives them the idea how things would be in Germany. You cannot expect them to go I mean European learners are that way a bit different than Indian learners because they have sometimes been to Germany, especially if they are learning the language and the culture is quiet similar and so you do not have to introduce certain things which should be introduced to Indian students. And also the grammar part I mean that the textbook helps you I mean someone who is not familiar with the grammar of that language but like does it help you to understand that grammar through your own grammar or does it give you certain help which are necessary for the students who have a different learning experience. In India it is more and is still teacher oriented school learning so the books you cannot expect that the foreign language class book to …class teacher to say now I will not be teaching you and you have to learn yourself. I mean the books also has to be somewhere between what the students have experienced themselves and what the students would be experiencing in Germany. The experience as in their own learning experiences and their ultimate aim also. So, the textbook has to be somewhere between that as a transition phase or so.

Do you perceive any change in the methodological orientations of the books that are being selected for specific courses?

I cannot say actually, quite a lot to this because I have not been in a position to decide which books and I have not analyzed the books in that details all the aspects of reading, listening speaking and grammar explanation and images and text etc…so, I have done analysis but then not necessary in a position to have to choose which book so,

My question is that you are already used two sets of books as you said which are the methodologies they have basically adopted? Are they in the communicative framework or some other direct method framework so what is that underlying language teaching method that there are implied in the books?

That is every time communicative, and it has to be communicative, it has to be as many texts alternatively you can offer and it has to have Aufbau like the images and introduction through some.... like images most of the time. The first page of the every book would have been images and some small exercise to talk about it and then some text and vocabulary and the final part would be to speak about yourself or your how is your surroundings, your country or birthday ya. So, all the books follow that pattern nowadays that is true. But then there are some books which take different kinds of texts more and there are grammar explanation is done a bit differently in some books and some books offer extra pages for again you have extra pages you can note down

in your mother tongue or some extra pages which vocabulary part or some pages on the top there are pictures with words, that so there are small differences but the basic framework is the same. It has to be communicative, it has to be interkulturell. It has to be…. It has to cover all aspects of reading, writing, different kinds of texts and reading writing it would give you some gains all the things would give you some gains, some exam preparations they will prepare you for A1, A2 exam. So that is that does not change much.

Do you perceive any change in the teaching methodology followed by you in your career span as a language teacher?

Not in the career span I would say but in the depending on the group again, like how is the group. Sometimes I have taught people, who are above thirty and have experience, some have experience in German company and have been to Germany and they have different learning pattern. They grasp things easily. They can speak more easily and confidently than 17 years old who have just come out of school and do not know anything about German, German language. So there is….so depending on the group basically. I will not say regarding the time frame, not as the time changed, the things evolved but according to what the needs and expectations of the groups that would change my teaching methodology.

Do you perceive any change in relevance and use of media for foreign language courses in your career span?

Ya, sure . Now there are more and more online courses and self learning courses and use of media and smart boards and internet and computers in the classroom giving home works, submitting home works through internet with programmes and doing all the things which one can do in the class can also do online. So that has become more and more and I think there are many students who would in India, I hope in five years when computers, internet and media still grows then people would be learning from their home anyways. Not that I support that 100% because I think the classrooms and with each other and learning with each other in a classroom is still a different environment but if someone cannot make it to the classroom then I think the online 100%. In classroom of course media is used, videos are shown and other uses of smart boards, many kinds of uses there are many programmes which help you to teach better because simple example there are something that you can project a picture , hide some part of it and so still gives it people a chance to speak on that picture then you show more perhaps and then talk a bit more on it and so which makes the class interesting and which is a good help of the teacher anyways so, then less sheets perhaps might be used and then more attention of the students will be towards to that material because it is presented in a interesting way.

What are the reasons for such a change in relation to digital media interventions? You are saying you are using it more and more….So what are the reasons for it?

Ya, availability firstly. Improvement of technology. Students being friendlier towards leaning it. And students are I think always capable of using it but the elder generation has also now has accepted this technology, smart phones and internet and ….. then perhaps also the need to connect more and more people and so people who are…. Delhi there is a Goethe Institute someone who is studying in Jaipur or Chandigarh then Chandigarh has a Goethe centre but someone who is in Jaipur and wants to do an MMB course then through online classes or he can then do it. So reaching more people and people do not have to travel that much or come to Delhi.

Do you implement the Digital Media for language teaching?

Ya, in every class in some way for audio, for texts …..right now we have a software and the whole book is in digital format and you just click on the icon to show the video to make the tract to show the image so as a teacher I do not feel the need of opening my own book because everything is in front of on the computer and you just click on the exercise and then the exercise is projected and then you click on show solutions the answers are shown on the board and that is in many ways ….. important because the students do not have to ask that much because if you upload the answers there the students who are shy of asking good then see the answers without having to ask it and then as a teacher I do not have to shuffle between CDs and cassettes and textbooks and exercises and other things. So I have one software which does everything for me. That software has then also other I mean glossary list and text in a word format so I can make something out of the text without having put in that much of an effort. I can take a text and make it into a jumbled text or make it into a Lükentext or make into two parts and one person gets half of it and the other person gets …. So, everything is in the software or making crosswords and making jumbled word exercises, you just select the text and you give them some instructions and the text of yours are kindly prepared for the class that is everything through the digital media. So that is everything software and programmes.

What is the name of the software that you are mentioning?

This book is actually Netzwerk and this Netzwerk has a digital packet or something it is called. So it is CDs I think the Institute has been installed it and once it is installed it is there and so. There are also some….some websites which do it and I normally Google it and find some suitable for making crosswords and making jumbled words …….something like that….. Hot Potatoes is I think one which I had heard but never used I think and there are some more…. but the textbooks themselves offer nowadays so.

How do you assess the digital media intervention in improving the learning outcomes?

Ya, I mean quite beneficial…. at least in class. I cannot say much for the students would do I supposed to learn online at home then there are other problems or hindrances I would so but in class they help a lot because you can keep changing

things faster and the students are then more attentive and it is also interesting to see the kind of magic happening on the smart board. At home many people complain of lack of internet , lack of software updated computer, motivation, interference by parents and children and then so, at home I think in India people still do not use it that much or they….. I mean I have not taught 100% online classes but others teachers say…..sometimes they do not take it that seriously as because if you sitting in your living room then you are still at home and then you are not in the class and then you are not ready to learn or a kind of not yet there in your 100% learning mode something like that so.

How do you do the implementation also in your classes you will have some… for example if it is class of one hour two hours…. How do you bifurcate this time of digital media intervention? Is there any specific time for that normally you do or it is like that the entire material is available on the smart board and then as you teach in the classroom the smart boards will move around…. the topics will change something like that ?

That I did not get…..That there are two kinds of classes….. like there are 100% online classes where one….

No, No, I am speaking about the actual MMB classrooms that you teach…. regular classrooms….not distant mode. you know where now you are saying that there is a software and the textbooks material is available on smart board now. You need to just click it which activity you want to do that means that you are…. are you fulltime…. you are employing your abilities to operate this buttons on the smart board or you will have or you have bifurcated this into two parts that you have the traditional way of teaching communicating with the students and students are communicating themselves and your media intervention or you just other possibility is that…. suppose that everything is on the smart board available then I can just go on playing one activity to another activity and the students becomes observers and the students react to the smart boards content. Their interaction will be not exactly with the teacher and among the students; it will be more towards the smart board.

No… but the smart board is just a medium. It is… it is… I could do exactly the same with the book. I can show them the picture from the book or from projector or from a PowerPoint, I can show them picture on the smart board. So they will still see the picture and they will speak with the teacher what they are seeing or they will speak with the partner what they are looking at. So they do not … the media is … the smart board is just a medium and as a teacher then I decide what they have to see and with whom they have to speak and how long they have to speak and I have to correct their mistakes of if they have doubts it has to be corrected by me. So the interaction with the teachers and others still very much an integral part of it. They do not….sometimes they will ….sometimes in some classes I will make them to come forward and write the answers on the board for everyone to see but that is also a part where students

help them like the third answer is wrong you have to write this, this is right the answer. So they do not accept it passively anyways.

O.k., that means you do not…, I am just trying to see whether it has you are devoting some time period in your entire session for digital implementation?

No, it is throughout then I would say. Then I mean the class would start perhaps with a picture which is projected on the smart board and it will perhaps end with… and it does not end with because it is normally ends with something you have to say or write on what you have done. If you have learned about your school system then you speak how your school was…it does not like but then throughout all the texts and the audios are then projected and exercises are then projected.

So every activity is now coming through the smart board so either student can follow the textbook or so when they are looking at the textbook the same event or the same activity also will be on the smart board.

Ya, but the students…. I mean the exercises or something that the students would still write it in their book with their pen and hand because they solve the exercises… everyone would solve it on their own book and most of the students prefer to read from that book. Like if there is a text and I tell them to read it out, they would still read the text from the …..from the book rather than from the starboard. The smart board is just because then I can underline things for example and everyone can see how does the grammar works and like the modal verbs and I can underline the second position modal verb and I can underline the infinitive in the end which is projected on the smart board so that everyone can see the second position and the end position . But they also have the text book in front of them and if they have to read the text then they read it from the book. So smart board is a medium but they have their books, they buy the books. As a teacher I have my book. When I am planning it, I am… like I plan it through the book , I have software in front of me because I perhaps want to listen to the track which I am seeing in my book or perhaps want to see what the software ….like it has also copier vorlagen and answers. So I do not have to see exercise and find out the answer book and open the answer book. I can just…. through the software I can see the answers so I keep the software open in front of me but I plan with my own book, because I can turn pages and I can then think better in terms of what should come after what , which exercises and how many exercises and in the program I can shift, of course I can turn pages but then somehow the connection does not take place after which activity they can do what and what should be done earlier and which features are interesting and where should I find more pictures and I open ….. I keep the book open and of course I make my notes in the book sometimes for the long term I mean here there is a video which I want from YouTube. So in the book I will write it down. So whenever I am teaching that same class with the same book, next time I remember the video. So the software is there and the software is helpful it gives me ….. then I do not have to have five things even for planning. I can hear the video with a click and I can see the answers with a

click , I can shuffle between the course book ,Arbeitsbook with the click then I do not have to keep a course book, arbeitsbook, CD and cassettplayer, and the solution book and the Glossary and Lehrerhandbook …..everybook has a Lehrerhandbuch all these books are then compiled to one software. So I have that software which helps me and if I have to print something then I have to ….either I can print the whole text as it is or I can edit it through word and print it. So I do not have to do any other manual works. With the software I can do many things that is why the software is open but the book is with me and the book is more connected to me than the software.

And this is with….. and you would like to say that this is allowable or this is used with Netzwerk not with the books that you were using before?

This was also with StudioD which was a book I used before but the software was not as developed as it is now. It has…. not with the click you can play the audios and see the solutions and like this if the page has three parts here is a picture, here is a text, and here is exercise …. I can just click here and the picture will be zoomed in and they can talk about the picture and then I can focus the text and I can underline the word or explain. So the texts become zoomed out and all they can see the texts so it helps them to concentrate and understand what exactly we are doing. Sometimes also in beginners classes it is difficult to give all the instructions in German and if something if I open the page myself on smart board of course I would say seite acht und dreissig, Nummer 3. But if I open it myself and then I can read out the instructions in front of them Ergaenzen Sie die Luecken so that helps them to understand what is to be done. You see that is also helpful because everyone would understand what I am saying, not everyone is I mean …..confident enough to ask what we have to do or we have not understood.

How do you assess the digital Media intervention in relation to improving the learning ability of the learners?

In relation …..a quiet a lot, I mean of course their own usage of media is something what every teacher would criticize. They use smart phones in the class even for language learning purpose and then looking up for a dictionary word…. for a German word in dictionary would not necessarily mean that they are learning it properly, I mean they have to learn it in context, they have to think because they have learned the word the earlier day. So they themselves use the digital media which is dictionaries…. online dictionaries and sometimes they don't write it down and they just click a picture and they think they will need not to worry. These are the negative points but otherwise the media has all the positive things which than before or earlier like they can read, listen , speak about the things much better way than in a traditional text book.

European Union (CEFR) and U.S.A (ACTFL) have implemented standardized proficiency levels as learning objectives in the foreign language curriculum and syllabi. How do you assess these standardizations to Indian situations?

I did not get it the question.

See, the standardizations are available like CEFR and ACTFL A1. A2, B1 such standardizations….. How do you assess these kinds of standardizations to Indian situations whether we do have, whether we are for having it or not having it?

Of course, standardizations that way are good because then the certificate is accepted everywhere then you do not have to go through their entrance test for example if I say I have done B2 and anywhere in the world I can go and then they would give me admission to C1 for example. So it is not like for example in the boards or where there is no standardizations and we have to go there and again take their entrance exam or proven someway that where do you fit in their scheme of learning structures. So it is and since it is a European…..like if you are learning a European language and they think it is better to have a standardized set of levels so everyone, every learner knows where he stands basically. That way it is a good thing.

Do you perceive any change in the curriculum and Syllabi of the foreign language courses in your career span?

Ya, I think Grammar is taking more of a back seat and understanding culture and capable of expressing your opinions and thoughts and speaking more and speaking more of what you actually need to use in your daily life is taking a front seat and not necessarily the reading und understanding and writing answers about the text and the texts. Understanding the texts in the way what you would need to do anyway in your daily life. Understanding a news paper article or understanding a Anzeige or understanding an SMS or E-mail is necessary but not necessary understanding a text which is a story but then not I mean not one which you would anyways be reading it in your life unless you are studying literature or something. So just the foreign language learning that it has more and more gone towards using language as a tool of communication.

What are those changes that you assess positively?

Yes, the people are confident of being in that culture, Kulturraum and that capable of communicating with people really. It is not the textbook knowledge which you have but you cannot use it in your real life not that way. So that is a positive change and understanding your own culture and other culture through the language learning is also a positive thing. Then you talk about how it is done in Germany and how it is done in your country and you can talk about if you like it or not and why do you like it, what are the advantages, these things have definitely changed.

What are those changes that you assess negatively?

Actually the same thing for Indian students I would say because we did not go to Germany and we cannot spend a holiday in Germany that easily as Europeans can. So just learning those things…. if someone is not going to any which is the approach I think JNU takes because you are not going to Germany in next five years then you need to learn something which will stay with you for the next five years still you go . So that is then the vocabulary and Grammar and ability to speak. you cannot say just communication can be the aim because the communication can be the aim if you are really going there and speaking. Because if I teach here how to order a Pizza in a restaurant and I know my students are not going to go to Germany in anyways so teaching that how do you order a Pizza in restaurant is then actually then useless because then you are not going to Indian restaurant and order it that way and you are in in anyway are not going to go to Germany soon…..so… then more of Grammar and language and cultural aspects which will stay with you for a longer time is then what should be in India and I think which is done in JNU not so much in MMB. But also because I think the people who join MMB they themselves have to take the decision when and how are they going to deal with the language they have learned. Either they can, they would be going next year for some masters courses in some field or they would be going there on a project or they would be not going at all, or they would be interacting with Germans who are in India as a Tourist guide or anything . So that the students of course, if the whole class is homogeneous the teacher can develop and adapt strategies but like the classes of heterogeneous groups and then there are certain framework in which the teacher works….that is …. That is how then it should be.

Could you please share your ideas or suggestions for designing or developing foreign language courses curriculum for the current socio-economic conditions in India. Suppose if you are developing it what could be your major considerations ?

Ya, I think the socio- economic conditions in India is a very ….. broad thing. I mean if I teach here and if I teach in Max Mueller Bhavan in the same city and there are difference between the socio economic conditions. So I think it is having one idea of how to plan courses are not going to work. It depends on where your students comes from, what kind of technologies available , what kind of Vorwissen is available , what is their aim, how are….how are the teaching learning experiences , what resources do they have themselves at home , how educated are the parents, how open are the parents and these things should be taken into consideration before planning. I mean these are some of the few things which I think I have mentioned. Then there are many more. All the things then decide how the curriculum should be planned. So it depends on how many hours a day you are going to teach and how big is the strength of the class and what does the classroom have and many other things. I think those….. Depending on those one can take a stand how the course to be planned. I cannot say anything for whole of India and current socio economic conditions is too broad.

Thank you very much sir.

Interview 15

Date	19/01/2017
Venue	Office of the Teacher at JNU
Duration	28.47 Minutes

I am doing a PhD research on "Impact of globalization and IT enabled services industry on Teaching and learning of Foreign Languages in India" at Centre for German Studies, JNU Delhi. This interview is a part of the research and I need your consent to record it for the research purposes. Is it o.k?
Fine.

Could you please share when you started your teaching?
Well, I started teaching in JNU and this was when I came to JNU after doing my specialization in language didactics that is professore in French and there was a post of research associate to write a textbook for scientists and technologists who would like to learn foreign language. So, this was a project that was sanctioned by UGC. I was lucky to be nominated as one of the research associates. Therefore, once I started working as a research associate, I started teaching. So, that was in early 80s.

What are the courses that you have taught in your career span as language teacher?
I can see in your questionnaire, you have written COP, DOP, ADOP, BA, MA – all of them including M. Phil & Ph. D. Program(laughs).

Could you please share about those things that you liked in foreign language teaching?
Well, the list is long; I wish you had given me some guidelines –what are the things that you liked in foreign language teaching in terms of what... interaction? or ...in terms of?
Anything..... what will you or like to share.
I think foreign language teaching first of all, it opens new vistas and it is like window in your life. You know, and you can learn about new cultures, and you also become more aware of your own identity when you see others and there is also this process where you like to see yourself, so I think the best thing about the foreign language teaching would be to know the other and also yourself.

What are those things that disappointed you in foreign language teaching?
I don't think so, I was ever disappointed, ya.

Do you think that the language teaching practices have changed in last 25 years or in your career span?
Oh, yes, definitely. They have undergone a lot of change. When I started teaching, those were the days when the structural approaches were very much in and everyone wanted to use language labs and structural exercises and all, so audio-visual was a

buzz word at that time. Then came the time when we talked about functional French – you know, that is teaching for a specific purpose. Then, communicative came in and now we are talking about task based approaches. So, obviously, a lot have changed over the past 25 years and what has also changed is the profile of a learner. Teaching is always catering to the needs of a learner. So I would say yes, that they have changed.

What are the reasons for those changes? Could you elaborate also?
Just now I have said that one of the reasons is the new profile of the learner. Number two, there are new approaches to language learning and teaching and of course language policies and of course globalisation that you have already told me.

How do you assess current employment opportunities for foreign language learners?
See, I think I am not competent enough to answer such a vast question because I can only talk about French. So, I would say that yes, our students, once they finish their MA, they do get jobs – first, in the multinationals, as teachers, in the Embassies, in hotel & tourism industry, sometimes in airports.

Do you perceive any changes in the employment pattern for foreign language learners in your career span as a language teacher?
I do not know what you mean by employment pattern?

Employment pattern for example you were mentioning MNCs. So it is a new phenomenon.... all these MNC jobs or it is in the beginning when you started your teaching?

No, no, at that time it was not very specific, it's now you know, ya ya, I can see there is a change. In fact, more and more you know people are coming to our centre and they want to have placements you know and there are so many agencies who came and they wanted our students even after their BA you know some of them. Some of our students actually left us because they wanted to work in the MNCs.

What are the reasons for such a change in the employment pattern from your perspective?
Changes regarding what? – Because ... reasons I just said that....

Employment pattern you see you just explained that the employment pattern that was there in 84 when you started is not exactly the same now. You are saying that the students even after finishing the BA they are joining companies they have ...job opportunities are available now. That is why they are going.

So, one of the reasons is, there are lots of jobs, in the MNCs of course, and they want people from India obviously, who know the language and obviously the money part of it.

How does it reflect in the classrooms this change in the employment scenario?
See, to tell you very frankly, in our centre, for instance, we do not really train our students to teach in an MNC or to work in an MNC. For us, what is more important is that our students you know they become first of all, aware of the other culture, they are tolerant, they are patient, and they are research oriented. So, basically, in our classroom strategies, we do not teach them to really become good you know employed you know people in them when we see them as such, but normally, we see to it that they are efficient, they are competent in the language skills.

Do you think that market demand for foreign language experts have influenced the motivation of the foreign language learners?
To a certain extent yes, I would say that could have influenced the motivation of the foreign language learner. I am sure that would have, though I would say that sometimes students who have done MA or even M. Phil, then they might not like to join the MNCs. They might like to go for further research.

Do you perceive any change in the learners' motivation among foreign language learners to learn a foreign language in your career span as language teacher? I mean, you have more than 25 years of teaching experience. In that career how do you see that the motivational pattern.... whether it is changing?
Yes, I would say that learners are more and more aware of learning but at the same time earning, they want to earn as well. And that's why the first question they ask us at times that what will I do after I learn this language.

...This question was not so frequent in those years...
Were not so much they came basically only for research and they wanted to learn a new culture you know it was a different kind of a breed altogether,(laughs) I would say. Now I feel that they are aware, and they are aware. They are very much particular to know what they will do after – their BA program or .....after anyway now we have integrated 5 year program. But they want to know what are the ....what is the scope of foreign language learning and especially French.

This change in the motivation... that clarity and focus that they want to do .... what they want to become . So what are the reasons for this change in the motivation?
One thing is of course there are lots of multinationals that have come up, so that could also be an impact of globalisation and lot of MNCs have come up and they are and they compare the salaries they compare and also the world has become like a small village now. You know, it is not so difficult now to travel to another country and I think all that has really contributed to the change of motivation pattern. Also I wanted to add out here anything and this is specific to French language, earlier students when they came to learn French, they had only France in mind, but now when they come to learn French, it is not only France, there are other Francophone countries. So they are very much aware – of their scope in a way that if they are going to learn French, not

only to go to France, but it is also other countries like it could be Québec, it could be Switzerland, it could also be Luxemburg, all those countries where they speak French.

Do you perceive any change in learning expectations of the foreign language learners in your career span as a language teacher?
Learning expectations of the foreign language learner..... yes, learning expectations for the foreign language learner.....(laughs) first of all, they are less patient they are very impatient now. They want to learn everything fast. So learning expectation, one thing is how fast I can learn a language, so that is one thing. Secondly, what else I would say .....Learning expectation....

You are already mentioning that the motivation has changed. Do the motivational change influenced on their expectations, rate of learning or ....
Ya, they want to be fluent. They want to be fluent. They want to be.....they want to speak a language. Of course, and they also want to you know have practical experience a lot. They want that you know there should be more and more of exposure to jobs or you know such things like that it's not only learning in a classroom situation but beyond, sometimes. So they want that there should be some kind of practical you know input somewhere in their learning pattern.

Do you think that the changes in learning expectations resulted in better learning outcomes?
It is difficult to answer this question. Because for that then I will have to define certain criteria on which I can say what we would mean by better learning outcomes you see. It is complicated. I cannot answer in one line. Sorry.

Do you think that the changes in learning expectations of the foreign language learners improved the learning ability of the learners?
I.....again, very difficult one, to answer this question. I do not know.....I cannot say that everyone improved. It differs from case to case depends on the learner.

You have got both positive cases and negative....
Ya, ya negative....it is very difficult to give one general answer.

What are the textbooks that are used to teach foreign languages in your career span as a language teacher? And did the textbooks change?

Of course.

What...what is the rate of changing whether they are changing faster, or it was slower... how do you see it?

In fact, here I would refer you to one of my articles that I have written that is on material production, material production in French. Earlier, the textbooks were content oriented o.k, teacher oriented, you know because everything was predefined.

And these textbooks were mostly written in France – packaged in France. Authors were French. Off late, off late, there has been change in the orientation. There is no longer only content oriented, they are learner oriented. That means you do not define what is already as a content which has to be taught to a student, but they are learner oriented, therefore, these are modules. They have modules which mean they are flexible. For example, if you are doing lesson 1, you can skip lesson 2 and you can do lesson 3 according to the needs of the learner. So they are more flexible. They are learner oriented. Plus now the authors are more and more are doing collaborative research project. So, if earlier we have textbooks were entirely written in France, now we have textbooks which are collaborative projects which are outcome of collaborative projects like it could be an Indian author and a French author or it could also be two francophone authors, so....so .... the scenario is changing.

What are the criteria that are involved in choosing a textbook for a specific course?

Definitely it is a learner, it is learner. We choose what to teach, keeping in view the profile of the learner.

Do you perceive any change in the methodological orientations of the books that are being selected for specific courses in your career span?

Obviously, I just now mentioned.....the methodologies have changed. Earlier, they were based on structural approaches, later it was functional, communicative and now we are talking about task based.

What are the reasons for such a change in your opinion?

I just now..... it is a repetitive question I feel. The change in the teaching methodology. The reasons are, I told you the profile of the learner that has changed, now the learner does not want to come to the class only because he wants to do research it also could be some other reasons. Number two, the policies have changed – education policy or whatever, the politics of languages you know – some languages become more powerful vis-à-vis the others, then another reason for a change could be that some concepts of learning has changed, earlier we are talking about you know interference theory, you know that your first language interferes with the second therefore, you have to forget your first language. I remember when a teacher taught me for the first time, he said you 'forget your first language'. But now we are talking on a very different paradigm. We are saying 'No, your language which you have learned first is a very important tool to learn a language. So we are doing away with certain theories which we used to. So, there is also a change....a conceptual change that has come up.

Do you perceive any change in relevance and use of media for foreign language courses in your career span?

Yes, definitely, Media is very potent tool for teaching languages. Earlier it was printed media and now we are having more and more of you know..... technology and

you know, communication.

What are the reasons for such a change for changing use of media?

Ya, because now, it is easily available, earlier it was not and now it is available obviously.

Do you implement the Digital Media for language teaching?

Sometimes yes.

What are the criteria that are involved in your selection of digital Media for teaching?

See, basically, for digital media, I use normally sometimes, I tell you what I have done actually, I don't know whether you are aware of whatsapp groups....so, sometimes you know a text is not available, so through whatsappgroup, the text is distributed. So that was one way of you know not easily available material so I am using digital media. Second, sometime a learner is not present physically and I want that learner to you know, to do something. So I can give that learner that site on Internet and you know can be worked out. Some of the reasons is that your places are different of your learning, the time is different of the learning, the digital media is very potent tool for that.

How do you assess the digital media intervention in improving the learning outcomes?

See, by digital media, do you also mean ordeal mode?

Ordeal means?

Ordeal means.....it means distant education. Does it mean that. It means open and distant. That means that you know that means like they have such a courses in IGNOU or in some other universities where some learners cannot attend regular classes in face to face mode. Therefore, they need some other tools to learn a language, so therefore they have access to other kind of tools, so they can have some courses which are sent through internet or there are video conferencing or there could also be, for instance, TV or subtitled videos and all. So that could also be an important tool to learn a language.

What could it be the..... the.....how could it also reflect the digital media intervention in improving the learning outcomes of our regular classrooms ?

I think that is also a very good idea. Why not? It is double mode. You have face to face and that. It does not mean that if you use digital media, you have to ....it is a substitute to face to face learning, not at all. In fact, I would say that to learn a language you have to learn it through interaction.

How do you assess the digital Media intervention in relation to improving the learning ability of the learners? Does it really help to improve the learning ability?

See, once a study was done actually in my department. This is the impact of subtitled videos in learning a language and it was proved that it improved the reading skill of the learners when we use subtitled videos. This was a.....it was an M. Phil. dissertation that has been submitted recently and it was felt that it could improve. So, there was another dissertation also which was done and that was the use of technology and information you know, sources and that also proved that students get motivated because you give them a task based approach. It is like 'do it yourself' kind of a kit you know. So they do it and they are more involved. So it is still at a nascent stage, I must tell you. I must confess. But these two studies did show that there was an improvement in reading skills. Not in speaking skills, I do not know, we have not yet done any experiment.

European Union (CEFR) you know this Common European Framework and also the U.S.A (ACTFL) have implemented standardized proficiency levels as learning objectives in the foreign language curriculum and syllabi. How do you assess the Indian situation to these kinds of standardizations?

First of all, I would say that standardization, in a way, will help a learner because we know that when our students you know, go and study in France, the first question they are asked is "what is your level?". So if they have done a textbook which caters to A1, A2, B1, B2 level, they can show that as a result and then this helps in the mobility of the learner. It is in a way, because they have standardized the levels, it is very easy for them you know, to migrate from one place to the other because they know there is some common framework. So, that way it helps the students. But having said that, India is so vast and it is very difficult to say that my student will have the same level as a student who is learning in say, Hyderabad or in some other University. Because all universities have different objectives, they have different kind of curriculum and India is vast in terms of languages, in terms of behaviour, pattern, living mode and all. So, I think, we have to see it again according to the you know, specifications of each university and all. But in general, I feel that yes, we should have some standardized pattern. But inside that pattern, there should be flexibility.

Do you perceive any change in the curriculum and Syllabi of the foreign language courses in your career span?

I think I have already answered this question no? that there is change in the curriculum.

O.k., you already perceived some changes. What are those changes that you assess positively?

Oh, what I assess positively the change. I think now again, this is a very vast question,

You have already mentioned how the teaching methodologies are changed from structural to functional. One area that was you are mentioning. Other area you are mentioning about the digital technology.....

Ya, ya ... so these are all positive things. These are all positive things and see on the whole I can say that we have become more flexible. I tell why? Because nowadays, when we learn a foreign language, I am talking mostly about French language, we have not seen French in a monocultural perspective. Earlier, we were seeing it from a monocultural perspective; that is one language, one nation. Now, we have become Francophone. So the approaches to teaching culture have changed. It is pluricultural approach. So I think this is something very positive which has happened. So we have more and more courses on Francophone for instance. So that is one thing which is very positive which we never used to have earlier in seventies we never had, in eighties we never had. It started only from nineties onward.

What are those changes that you assess negatively?

Because now you are talking about curriculum and syllabi,

Also I mean Curriculum and syllabi also.... initially you also started to mentioned about the learner profile is changing....

Ya, but if you are asking about the negative things only about curriculum and syllabi I would say, no, not really, not really because had it been something else then I would have said something negative. It is about the curriculum and syllabi I think it is for the better.

Could you please share your ideas or suggestions for designing or developing foreign language courses curriculum under current socio-economic conditions in India. And suppose if you are designing what could be major considerations?

Definitely, it has to be learner oriented you know, approach. Any course or any design will fail, if it does not cater to the need of the Indian learner. That is one thing. It has to be learner oriented. Number two, it should make use of wide range of tools and documents which are available. Earlier, these tools were not available easily because we were relying only on printed media. Now, there is a vast choice. So I think we must integrate digital media in our teaching. So I think these two are very important issues. One, learner oriented, second, digital media. And third of course, I would like my students to have very open mind you know when they are learning a foreign language they cannot come with absolute closed mind, that they will learn only a language for the sake of language. Language means culture, language means opening to new ideas, it means interaction, so many you know, other things which come with language learning. So language learning does not mean for me only learning grammar and structures. That is a very narrow vision of language program. That's all.

Thank you very much Madam.

Interview 16

Date	24/01/2017
Venue	Office of the Teacher at JNU
Duration	24.47 Minutes

I am doing a PhD research on "Impact of globalization and IT enabled services industry on Teaching and learning of Foreign Languages in India" at Centre for German Studies, JNU Delhi. This interview is a part of the research and I need your consent to record it for the research purposes. Is it O.K?
Ya. Perfectly fine.

Could you please share when you started your teaching?
In JNU? Or teaching in general? ... Over 35 years. That's a long time. In JNU, it's almost 31 years.

Why did you teach foreign languages?
Because I learnt a foreign language that is why I taught foreign languages (laughs). That is why it is my specialisation.

What are the courses that you have taught in your career span as language teacher?
All of it. COP, DOP, everything, BA, MA, and M. Phil, which you have not yet added.

Could you please share about those things that you liked in foreign language teaching?
I think the best part about teaching whether it is foreign language or otherwise is the fact that you keep learning. You read for sure for your own language competence and at each stage even after 30 years, I learn new things. I think that is the best part of language teaching specially teaching foreign language.

What are those things that disappointed you in foreign language teaching?
I don't know disappointment in what way? Do you mean in terms of students, the teaching or the material? ... Students, I would say it is their lack of motivation, I would find. In terms of the material there is no disappointment because I like the fact that we use updated material all the time and the third point I forgot. ..... and the teaching I always enjoyed, I am not disappointed by at all.

Do you think that the language teaching practices have changed in last...your career span is 35 years,....(laughs)25 years or in your career span?
Of course, it has and it was for the good only because we can't always remain because demands, expectations and motivations are different from when we were students and from when I started teaching to now. Obviously, the students' profiles have also changed so much. The students have different expectations now. So I think yes and I

am very happy that there are innovations and changes in the teaching of foreign languages.

Could you elaborate them why the profile of students....
... See, the profile of students earlier were people who had mostly got an English medium education. Students who came with the knowledge and exposure to European languages, I am talking about specifically of French of course, out here, and they came with this extra cognitive baggage, so I think it was easier. I think as a teacher for myself or as a student because the cultural references were easier to pick up for both students. Because a lot of it you play on transparency also with English and therefore cultural aspects of religion or social customs and habits was easier. So it is more learning a language to express certain things, realities, than is the case now. Now we get a lot more regional language medium students, which is a big challenge and so their exposure is more closed. It is not as well, they are not as well exposed.(paused)... So the students sometimes I also feel that the biggest change for me is apart from this is in terms of their background. The second is, they came here to learn French. They were not the students who wanted to do something else but did not get into it and therefore came here. Whereas, now a lot of our students, when I ask them why you want to do this, it is not that they wanted to do this first, it is their third choice or second choice or fourth choice. French is not the major thing. So you feel sorry that they are being forced to do something because they have to do something.

You also mention there is a change in the learning expectations of the learner....
Because precisely, because this is not that they want to do. So they have absolutely no idea why they are learning what they are learning and they are thinking of something which is, I will leave in the end of the BA to do something else. Or I will leave in the end of the BA because I want to get a job or also may be some of them come from even more modest backgrounds now than may be earlier and they feel they have to start working immediately. so their language competence is not yet complete but they get jobs because there are more jobs now.

What are the reasons for those changes?
Because I think, one, the novelty of the course is no longer there. When it was introduced in JNU in seventies, it was something new. So people found it very challenging, exciting, there were lot of scholarships, there were lot of opportunities to go abroad and strengthen your language competence, whereas, now that has decreased. One, there is no novelty of this course. There are a lot of these courses are offered in a lot of universities, may be not always at undergraduate level but certainly at masters level and I think a lot of people come to JNU also from areas where they use this as a platform or use it as an opening to sit for the UPSC or to sit for other competitive exams. So it is not French for French sake. But French as a tool to reach somewhere else – as a stepping stone.

How do you assess current employment opportunities for foreign language learners?
It seems to be very excellent. Like right now, we had this Saturday, we had I think Amazon came. They wanted I do not know how many, 30 students and there were not enough students whatever I do not remember exact figure. What am I saying is that the demand is higher than the supply. So they are getting what they want and even not the.... students who have just finished BA, who are finishing BA are also getting employed. So that is something just fantastic.

Do you perceive any changes in the employment pattern for foreign language learners in your career span as a language teacher?
Ya. Obviously, for the simple reason with the globalisation obviously which is good and bad , for me at least. It is the fact that whole lot of back offices which have opened up – international back offices where our students are employed. Only thing that I am not very convinced of is that they actually go up the ladder, unless some are very good. Then they shift to the more managerial positions and others. Otherwise the back office processing is a very limited kind of career growth for them. So they have lot more opportunities but I don't know how far they will go up the ladder. So that is my concern. And I also feel what happens is then they only interested in the language. Language for getting a job to do something specific, it is a short term goal. It is not something thinking what you do in your life with French.

What are the reasons for such a change?
The change is there because they are there. It was not there earlier. So there is no question of discussing why it was not there. It was not there because the globalisation was not there, in the way we perceive globalisation. So now the opportunities have opened up. Students, as I said, the novelty of the thing is opened up. So the English medium students, may be, are not so very keen, because they want to do other things and many of them are now going more to the US than to France and others. It is the whole thing of culture and new civilisation, a kind of more humanistic liberal view of studies now have gone. Now it is all in terms of employability, in terms of getting a job immediately. So I think that is why this change has occurred.

How does it reflect in the classrooms/ your strategies?
I think it is, in the sense, I find more absenteeism than there used to be earlier. You know we did not have to tell students you have to come to class. Now I find that you have to tell students "you have to attend every classes, especially in the foreign language", because it is not something you go and learn, it is not something you can take notes and learn by yourself. It is not like that. It is a participative teaching and you are the centre of teaching. So if you are not there, there is no teaching and there no learning happening. I think that is one of the things which I feel I forced to do sometimes in the classrooms.

Do you think that market demand for foreign language experts have influenced the motivation of the foreign language learners?
Yes, but as I said because the profiles have changed. They come from more modest background. I am not saying all of them do. Many for them are very well to do. A few who do come or people who want to as I say these are the short term goal. Or people who think I am doing this but I will do something else. Yes, it has changed and obviously because then they find that this is something which get them to earn something immediately, especially, if they get into the tourism industry, also not necessarily just the back office but the pay scales are very good for some of them have done BA and you start of with 40,000 – 50,000 almost. It is a big motivation, still in the Indian circumstances. .

Do you perceive any changes in the learners' motivation among foreign language learners to learn a foreign language in your career span as language teacher?
It is precisely what I have just answered (laughs). In any case, it has changed, ya.

And the reasons for such a change in the motivation?
The reason for such a change as I said because, precisely because of globalisation and because of these back offices and I must say that there are some other more, lot more French and Francophone companies which have established their offices here in India, these opportunities are there for them and also the embassies and also a lot of Indian companies which work now in Africa – which was just beginning in 70s and 80s, now these students can go there and work with their knowledge as translators and interpreters with French.

Do you develop any teaching strategies to accommodate this trend or you are for or against?
I think this... more to accommodate these demands would come I find at the MA level because I am very convinced that the basic language is the same. Whatever purpose you use it for, your solid foundation has to be the language itself. Then we can concentrate, let us say, how you use the language. And that can come I find later on in the MA level, when we do, I teach, I am a teacher in translation studies, so when I teach that, it is kind of a document we use, the kind of work you can propose or project works you can do, which will help them with, may be, their future employment.

Do you perceive any change in learning expectations of the foreign language learners in your career span as a language teacher?
Precisely this is what I already said. Their expectations have changed because it is not foreign language as in the liberal humanist sense of the term, but foreign languages to get the job. It is not that they interested in the culture and civilization really of French or francophone countries no, it is language per se which motivates them to go and do it and feel it and use it something which is like a tool. To get the other aspect of it they are not interested.

Do you think that the changes in learning expectations resulted in better learning outcomes?

Frankly, I think the outcome is .... has not really changed. I find it the changes are to do with the motivation, if there are changes. Because you always have serious students and not so serious students. The serious students will always do it and the not so serious not so well. So, yes, I personally feel that if there are changes and there are negative things, it is because of lack of motivation and nothing to do with their lack of exposure or anything like that, because we have students who come from very... very modest background, who come from very small towns and villages but they have done very well. You know because they were motivated and they put in that extra effort which is important.

Do you think that the changes in learning expectations of the foreign language learners improved the learning ability of the learners?

Yes, basically, because expectations I would equate it to motivation. I would not separate it from their motivation. Because what motivate them to learn this is what will be the expectations and I think they get it. This is what I feel.

Which are the textbooks that are used to teach foreign languages in your career span as a language teacher? Did the textbooks change?

Of course they did. When we joined as teachers, we were still doing audio-visual methods and we have gone on to communicative method, going on or the present what we call.....you know, task based approach. So our methods, normally always update.

What are the reasons for such a change… the books are changing…

Books are changing precisely because the world is changed, right? It is not just the content in terms of, language is the same. There are few …. a bit of evolution in some of the terms and words and syntax used which is still o.k. But I think the idea is now of standardization which you have also mentioned later I think, is the fact about the mobility within the Europe. So they have standard test exams. They know, someone has done A1, A1, B1,B2 levels what is the competence of the person to work in your country or in your firm. So they have brought it to our textbooks though we are not directly concerned with those kinds of levels , it comes to same thing (smiles) if you want to take fundamental French like in those days we used to have. Now you have different thing, call it A1, A2 but to say what all you can do and I think that is wonderful.

What are the criteria involved in choosing a textbook for a course? What are the reasons for choosing a Textbook for a specific course?

Normally we always get together as a faculty or as a group whoever is going to teach the first year and we look at several textbooks together and we think of what is most interesting in terms of our students and what is more up to date. In some we find there is too much of emphasis on written or too much on spoken, we try to find the one which has a good balance of both and which also has a lot of cultural aspects because a language is not without its culture. So that culture too has to come.

Do you perceive any change in the methodological orientations of the books that are being selected for specific courses?

As I said it is the same answer what I said earlier that from audio-visual whatever to communication to task based approach, obviously it is changed.

Do you perceive any change in the teaching methodology followed by you in your career span as a language teacher?

Ya, because earlier obviously it is so much stress, we played a lot more stress on the oral because we were very particular that our students learn to speak. That stress while still being there we start doing the written much earlier from the first class itself which we never used to do earlier. Which we used to say let them get the thing, they should not get you know (…..) that is sort of waved by the spellings, that will make them pronounce it wrong. So once you get pronunciation right and we introduced written expression much later. Whereas now it starts from day one, because we realize that this is their foreign language. They already have a competence so let us use that competence and teach them how it works.

What are the reasons for such a change that you…?

Precisely because the objectives have changed.

Do you perceive any change in relevance and use of media for foreign language courses in your career span?

Ya, I find it very good because we have also gone through the e-learning where the internet, globalization which is very important led also to a lot of globalization, using internet and teaching is excellent because you have lot of sources and research material which can be exploited in the classroom and for us specially and I do not know about you but in French specially there is this international tv channel called (…) TV5 which in its news reports has language classes. So it is like you learn what the current affairs are and based on that you have language lessons and that too at different levels, graded. So you can use that or you can give that as homework for them to read for what they have done in class.

What are the reasons for such a change?

As I said, Internet.

Do you implement the Digital Media for language teaching?

I don't personally use it because of the simple reason that half the time the server is down (laughs). Or sometimes the light is not there. So let us not even go into that you know. Ideally, yes, it would be nice. But most times no, because I do not want to spend too much time trying to get into the internet system to show something but I give them sites and I give the students sites , so that when they have time, it is more self learning which they can do.

How do you assess the digital media intervention in improving the learning outcomes?

Very frankly, if it were properly used, it would improve the learning outcome. But I have a feeling which is again not entirely the student's fault but it is the same reason that not all of them have the access to internet and if they are in the library they can not really speak loud or repeat or whatever language lessons. They do not have access, not all of them have their own personal computer, at least not with undergraduate stage. So it is not as good as it should. They had the access but again I say it is connectivity, big question mark there.

How do you assess the digital Media intervention in relation to improving the learning ability of the learners?

I think, it would be good to use it more because students are using it more in their lives. They all have smart phones, right? We try to exploit their usage of smart phones to teach a language. So you start with that and you can go to various other things. Those are the things they wanted to know. They are not interested to know in what you may have taught about culture and civilization. But if you teach them how to do text message in French in the short form, they are very thrilled by that. It is very important for them, you know. So we teach them that. Because we say what you say for this, what you say for that and then we go online also. And sometimes print it out also for the simple reason that I can't go online all the time. They say these are the expressions they use and they may come up with things like "Oh! We could say this!" and I say, do it because this is something which is in evolution. There are no fix rules you have to say this. So it is also make them creative.

European Union (CEFR) and U.S.A (ACTFL) have implemented standardized proficiency levels as learning objectives in the foreign language curriculum and syllabi. How do you assess the Indian situation to these kinds of standardizations?

I think we have one thing, we do not have language learning as I said per se. Language learning per se because ours is BA degree.. It is not ….it is not a just a thing to say A2 level, B2 level, or whatever because ours is also reinforced with BA degree which means that you are also have other subjects to study. So it is not just the language, it is also language, culture, civilization, history, literature, bit of translation and other optional subjects. So those are all things which add value to our students, it

is not just a language per se. and I wish they do more of it so that their horizons of intellectual sort what you say something impetus would actually improve.

Do you perceive any change in the curriculum and Syllabi of the foreign language courses in your career span?

Yes, I have already replied (laughs) and obviously it has changed.

What are those changes that you assess positively?

I like the fact that one in terms of French studies I am saying that is also an aspect of francophone aspect of French. French does not belong only to France. French is spoken in other countries and we try to certain expose our students to those French also which is very important. Two, it is also the culture and the civilization of those countries because it is again that French does not belong only to France. And when we think of French they always think of Eiffel Tower and whatever, you know. So you have to say French is also in Quebec, it is Switzerland, it is Belgium, in terms of the white population, it is Africa, it is a bit of Vietnam. So these are exciting and different areas which are very important.

What are those changes that you assess negatively?

I have a feeling that sometimes given and that is because of our Indian context. It is the fact that we have, taught us too much information. It is because the audio-visual method is very slow and steady but you at least came out with things which were perfect but very limited. Whereas now we give them all the options. You can say this in this situation, this in this situation and this in the third situation. The students can't retain. Very frankly I noticed that they remember one, not all. Then they feel there is excess information which they cannot sort of remember all the time. That excess information sometimes I think get them slightly disoriented.

Could you please share your ideas or suggestions for designing or developing foreign language courses curriculum under the current socio-economic conditions in India. What could be major considerations for you?

See, again I want to know because the expectations are so different, you know. Why are we teaching foreign language? it is like why are we teaching English? why are we teaching foreign languages? That is the old question we have to ask ourselves and for me the reason is literally very old fashioned, very cliché but it is I think really a window to another culture and another reality, especially at this day age when we have a unipolar world, very Anglo-American world view of things, I think it is good to have foreign languages which will be different. It is very simple, you just have to look at CNN and then you look at France 24, you will see the difference in the coverage of news, what is the important to one and what is important to another, so many things I see in France 24, what I do not see at all covered by the Anglo-American news channels. Because there is a whole part of the Francophone world not covered and also other part of the world which are not important to BBC or CNN. So

for me I think, that is a thing of saying it has to… the foreign language of that importance counters the hegemony of English, especially American English.

Thank you very much Madam.

Interview 17

Date	25/02/2017
Venue	Office of the Teacher at DU
Duration	35.57 Minutes

I am doing a PhD research on "Impact of globalization and IT enabled services industry on Teaching and learning of Foreign Languages in India" at Centre for German Studies, JNU Delhi. This interview is a part of the research and I need your consent to record it for the research purposes. Is it O.K?
Yes.

Could you please share when you started your teaching?
O.k, I started teaching French in 1982 in the part time courses at the University of Pune. So it is quite a long time o.k. Well, that was my first experience at teaching French as a foreign language. In 1987 I was got a scholarship to do my masters in teaching by the government of France and I decided to stay on there and complete my further studies. So, in France I got the opportunity of teaching English as a foreign language and when I came back in 1999 after completed my PhD work I joined first the Alliance Francaise for a year and Alliance Francaise Delhi and after that in University of Delhi since 1999.

Why did you teach foreign languages?
Why did teach foreign languages....well, I started my career very accidentally. In 1982 I was looking for a job. I was already giving French tuitions at home to earn some pocket money and then the university where I did my studies at Pune, I also done with them the part time course up to Advance Diploma. At that time the part time courses at the Pune University for four years and then I was looking around for some economic activity. So I approached my teachers and said that I would like to teach and they needed teachers and that is why I got into the teaching profession.

What are the courses that you have taught in your career span as language teacher?
As a language teacher at the part time level it was mainly courses in language, there was also a course in culture and civilization and a little bit of literature. But there was no prescribed text book for the literature and culture and civilization but the teachers of the Modern European Languages Department as it was called at that time in Pune University had prepared short texts for Diploma and Advanced Diploma levels. At the Alliance Francaise I did a variety of things. I taught small children of the age group of 8-10 years French and we basically taught them the play way method. They did not use any texts but I collected materials from different books for children and used to use that. At the Alliance also I taught the middle level, the intermediate level and the advanced level. Well basically language where at the advanced level I was also given the opportunity to teach literature in the...what they called Diplom Superiore at that time at the Alliance. When I came first to Delhi University I was made there to teach

Advanced Diploma because at that time they did not have undergraduate courses. And in the masters level I was teaching francophone studies and literature. Little by little as the time passed on I started teaching also the undergraduate courses where I can deal with plain language classes, sometimes I do translation with the BA third years and last year also introduced a module of didactics in the undergraduate course. I teach at the MA level....well, at the MA level I teach shorter narratives form which is about short stories. I also do the translation courses and I do poetry. And since 2009 we are offering optional courses at the masters' level, so I handle didactics. And at the M.Phil level I teach research methodology and again teaching methodology of French as a foreign language. So I happened to be doing a variety of courses.

Could you please share about those things that you liked in foreign language teaching?

Well, in foreign language teaching first and foremost is the challenge of the textbook. I try....well; we have textbooks changing at least in every two to three years. And selecting a textbook is....selecting a textbook, making the curriculum which Delhi University has changed three times as in three years has been a very interesting activity. In foreign language teaching the classes I like to handle best are the classes with the beginners because every beginners course gives me a new fresh insight because no two groups are the same. And at DU we have this system that every three years, a teacher starts with the beginners he or she will go into second and third years. The same teacher will continue with the same course till they graduate. So I think the interaction which I like most in foreign language teaching.

What are those things that disappointed you in foreign language teaching?

Well, really nothing disappointed me much. But sometimes I can have very high expectations and when they are not met I do try to get the students to reach that level, one can feel little disturbed.

Do you think that the language teaching practices have changed in last 25 years or in your career span?

Well, Yes and No. Because if I go to my time as a student, there was less of interactivity. I mean we had a different approach to language learning. I started learning French by the direct method. There was no communicative approach in my time. Communicative approach and much more interaction and now that you have the action oriented approach or what you call Task based .....learning made it more interesting because we are doing project work with the students and carrying out surveys. There are in fact in a big city like Delhi, they have the opportunity to interact with people in the foreign languages something that was quite absent when I studied. The only native speaker was the French professor who came from France and stayed for three years. So I think the younger people of today have much more opportunity to interact, to do what they like and teaching and learning has become friendlier.

This is about your yes. What about your no?
Well, the changes have happened that is what I am suggesting.

What are the reasons for those changes?
Well, the reasons for the changes are that well, I have been lucky to have been able to do teachers training. And for my PhD I carried out a survey and one of the conclusions of the survey about the profile of the teacher, of the French teacher in India and what I realised is that anybody who has gone for a training whether it is a short term training or long term training to France or has the opportunity to undergo training here he or she is much more open to new things. And I think that is one of the reasons that these changes have come. The other reason is that today we are, compared to when I was a student, when I was a student the only technical input in class the cassette player has just come out. Before that you had those spools of Tape recorders. The cassette player has just come out. And so it was something new but now the technology is developing so fast that we are forced to keep pace with these changes. And I am fortunate to work in a department which has kept with changes. We have a computer room. We have a language lab. So I think the technology has and had a huge role to play besides the training of the teachers.

How do you assess current employment opportunities for foreign language learners?
Well, in my time learning a foreign language meant a job as a school teacher or job in teaching. Today the younger generation looks beyond teaching. It is well, in towns and cities where there are foreign collaborations in the case of both Pune where I come from and Delhi where there are these foreign collaborations. The students have become much more aware what is available to them and in fact at undergraduate level itself there are many students who are ready to go out of Delhi to work in call centres, in MNCs in and around Gurgaon. Most of our students have found lot of job opportunities in Banglore where there are more Indo-French collaborations than around Delhi. So the students have seen and now you see even the market for translations has increased. So we are moving away from the tradition, still teaching has remained the first concern mainly of the girls. But students do not shy away from the fact that there are other opportunities besides continuing studies after learning a foreign language. There are many since we are in Delhi, also want to work in the embassy.

Do you perceive any changes in the employment pattern for foreign language learners in your career span as a language teacher?
Absolutely, absolutely as I have said.

What are the reasons for such a change?
I think it is..... well, to come to with we are a global village. Since the politics of liberalization of the economy in 1991, 92 in early nineties in India when we opened our door I think job opportunities came along. And of course one says there is

exploitation that India is considered to be a cheap labour market, well that may be a reason but it has opened new vistas and new avenues for our students so why not?

How does this employment pattern reflect in the classrooms/ your strategies?
Well, let us be honest. When you ask the student when he comes for the first year of his undergraduate course why do you want to study French... in the first semester, he has no concrete answers. He might give you very funny answers like French is a lovely language; French is a sweet language etc.., which really does not reveal why. There are however 0.1% who says to get a better job but they really do not know what job. But with constant talking because we do a lot of counselling in our classes especially in the third years and we have on campus recruitment suddenly they start thinking. You see in the third year we start, in fact I start talking them about jobs right in the second year. In fact I start talking about the job opportunities; in fact I tell them after BA the only solution is not MA. They should go out and test their knowledge and I have not added this point that lot of our students are the undergraduate level they also sometimes do a parallel certification with Alliance Francaise. So they are working at two levels. So I think this type of exposure makes them little more aware that things will work out.

Do you think that market demand for foreign language experts have influenced the motivation of the foreign language learners?
Partially, but you see well, for Delhi you can say yes. But I am not very sure what happens in smaller towns because I know that MNCs come here. That we talk to people that we have people coming to talk to us but not sure about smaller places.

Do you perceive any changes in the learners' motivation among foreign language learners to learn a foreign language in your career span as language teacher?
Yes, certainly, because they are looking at new openings. Now you see, what attracts the young learner at the age, when he finishes the graduation he must be around 20, 21. At that age to get a job offer 35 and 40 thousands seems of extremely interesting thing to have. So I think the money is also a fact.

Teaching strategies in relation to market demand? For and against?
This happened in two years ago or I would say all this process started in DU at least about 4 years ago when we first thought of doing the FYUP, the four year undergraduate programme which was later on scrapped. But in that programme we had included many life skill modules such as translation, interpretation, French for specific purposes for business, tourism etc... That programme was scrapped and we took on the CBCS, choice based credit systems and here every year what is called ability enhancement course. Now I did not mentioned in the earlier thing but last semester I did an ability enhancement course call-meeting. The procedure I followed for that was I made them aware I concentrated mainly on the French media, the TV and the Radio and we used a comparative approach where we sort of compared the media in India and in France in relation to newspapers, TV programmes, Radio

programmes etc... And this ability enhancement course they can be on food, they can be on beyond business etc... But this particular course that I ran you....as an internal assessment you have to give them a project. So the project that I gave them, gave them in the second year, I divided them into 5 or 6 groups and the project that I give them was to find out the TV watching habits of their generation. So they prepared a questionnaire in English, Hindi and French. Each group has to make 30 interviews, 10 for English speakers, 10 for Hindi speakers, and 10 for French speakers. For French speakers they went either to other higher classes of DU or they went to Alliance. For Hindi phones they could ask anybody on the street. For English they had a large market. And they came up with this so, this all idea of ability enhancement also was in relation to your question, that the ability enhancement gave them an idea that the media that the Radio, the TV, also needs people in foreign languages. So may be after BA they can do a one year or two year Diploma in Mass Communication and may be open another field. So, I think this new courses are opening vistas.

Do you perceive any change in learning expectations of the foreign language learners in your career span as a language teacher?
Yes, and....yes, in the case that there are learners who decide that after a certain knowledge, that after graduation they do not want to continue foreign languages. They want to use that or they go into any other jobs that are available. On the other hand there are people who follow this pattern BA, MA and then Ph.D. So one cannot really say that the expectations have changed or not changed.

Do you think that the changes in learning expectations resulted in better learning outcomes?
There are no study done and I do not see it visibly then.... that somebody who has got expectations for a job or has got a motivation to learn for a job is a better learner than somebody who would come for a MA.

Do you think that the changes in learning expectations of the foreign language learners improved the learning ability of the learners?
Again my answer would be no study holds this day.

Which are the textbooks that are used to teach foreign languages in your career span as a language teacher? Did the textbooks change?
Yes, the textbooks have changed a lot. When I started teaching I was using Moserier which was the standard text book and which is based on the direct method when I started teaching in Pune. After coming back and working with Alliance etc... I used a book based on the audiovisual method which was called Sansfrontier. When I started teaching over here we were using Novo Sansfrontier which is one of the first books written with the communicative approach. Then when we started our undergraduate we had books we had Forum, we had Panorama all of these continued with the communicative approach though as we came into the....we were already in the nineties the new books have started coming in with the Common European

Framework. So till about 4 years ago we were using Connexio which was based on the CEF and at the present we are using Versio Orginal which is divided into four distinct parts from A1 to B2 levels for language learning based on the Common European Framework. So textbooks have definitely evolved and they would evolve in relation to evolving methodologies. What is more interesting is that as an institution we have also continued to evolve and not hesitated in changing our textbooks. But one more point I would like to add where as at school level there are lots of textbooks are written by Indian teachers at university level we prefer to use textbooks written by native speakers. They come from out.

What are the criteria involved in choosing a textbook for a course? What are the reasons for choosing a Textbook for a specific course?

As I already said it is the evolving methodology that I explained in the previous. But this is a very common fact and very important fact that the choice of the textbooks lies in the buying power of the students. Now fortunately in most foreign languages as I know for French and German we have publish low priced Indian versions for subcontinent. In spite of that there is a lot of photocopying going on which one cannot stop. But the price is a very important factor. Secondly as far as French section is concerned, I can speak about the French section we have made it a policy not to prescribe the same textbook as the one used in the Alliance. So if our students decide to go to Alliance to study they would study the same but from a different textbook. It gives them a bigger perspective.

Do you perceive any change in the methodological orientations of the books that are being selected for specific courses?

Well, the methodology of the book will depend on the approach it is based. So the first books used the communicative approach where there were less of structural exercises, lot of role-play etc… Now yes, one very important change that has come in with Common European Framework is that any text based on the Common European Framework is also a text which will help you to prepare for the certifications from A1 onwards. So, this has come in because always this section to prepare DELF or DALF or whatever.

Do you perceive any change in the teaching methodology followed by you in your career span as a language teacher?

Well, when I first started teaching in 1982 as I said before I was not a trained teacher. So my way of teaching… I was very fortunate to have excellent language teachers who were passionate about the profession. So I modelled myself on their way of teaching. In 1987 when I got this scholarship to go there I started being…there what was interesting during my masters I must have unconsciously put into place ways of teaching and learning and the theoretical part gave a name to that. So I could correlate my teaching practice with the theory I was doing there. After I came back from there with the exposure that I had to new textbooks and new ways of teaching

and learning because we had a 75 hours of teaching and learning 'stash', it is a module where you have 75 hours of teaching and learning in an institution. So that opened my eyes because I had a multi… multinational….international audience to teach to. So definitely it has evolved over the year. And today I know that I am using the principles of the Common European Framework. My classes are much more…I always follow this approach of it is like this there, so, the intercultural approach, given a lot of time to students to speak, I think I speak less during my student days than my students speak today and I do not hesitate to bring in new things. I will take a very recent example, the MA translation courses this is an experiment that I do is the first year to sensualise them to translation is everywhere in our lives, because translation is also language learning. I tell them to go to….most of them take Metro to come here. So in the metro there are signboards which say which is the next station etc… that there are instructions which have been said orally and which are going on a running tape. So I ask them to note down what is being written and what they here and we soon realise that it does not match. So I make them realise that translation is everywhere now.

What are the reasons for such a change in your teaching methodology that you…. ?

I think it is certain professional maturity. It is a certain self confidence plus I got a solid one year teaching, teachers training. So you know that makes you ready to take lot of risks. And I forgot to say this in what I teach in first thing that I successfully ran a teachers training diploma training teachers for French in my case but our department running a teacher training diploma after 2014 to train teachers to teach French, German and Spanish and Italian and Portuguese. And you know becoming a trainer myself made me put a lot of question and lot of things that I did in the classroom or exchanges with the people who are teaching in schools and came for a basic training I mean opens up your ideas.

Do you perceive any change in relevance and use of media for foreign language courses in your career span?

Yes, I have already given you the example of media in class and yes we do. You see anything and everything is available on the internet now. Most of our students have smart phones. So nothing stops me and of course we have Wi-Fi connections all over the university campus is Wi-Fi. So nothing stops me from asking the students to see a video. Besides in class I am talking about besides the textbook that we are currently using Versio Original, the first two parts have a DVD and audio CD so that definitely enriches lot of a lot of digital input and it also has a website where I encourage the students to enrol, so it also has a platform to go on.

What are the reasons for such a change?

I guess nobody can escape the digitalized world.

Do you implement the Digital Media for language teaching?

Yes.

What are the criteria that are involved in your selection of digital Media for teaching?

Well sometimes it is simply a recommendation from the textbook. Sometimes an Idea can come to mind and just pass them to go.

How do you assess the digital media intervention in improving the learning outcomes?

I think that it sustains the interest and the motivation of the student. It also becomes more learner oriented because learner is doing something, he is learning by doing. And it makes my job as a teacher that of a facilitator and much easier and also teaches me lot of things because I am not so tech savvy.

How do you assess the digital Media intervention in relation to improving the learning ability of the learners?

Again I would say in the absence a study I cannot give a definite answer. It is something that could be for a further research.

European Union (CEFR) and U.S.A (ACTFL) have implemented standardized proficiency levels as learning objectives in the foreign language curriculum and syllabi. How do you assess the Indian situation to these kinds of standardizations?

Actually this CSER, CEF as we say in English and lots of acronyms. If you read the description of the document it says it promotes plurilingualism and intercultural. If you take the Indian context these are as old as hills we live in a plurilinguist environment and intercultural is beautiful I mean the whole class is an experiment in the intercultural. The first thought that comes to my mind what they are saying is easily adaptable to our context. Secondly well you have the levels the descriptors. Fine they give you an idea. But very recently a student in PhD who is doing her PhD in teaching French to students of Hotelier and Tourism. We have framed a curriculum using the criteria of CEF but it is no longer writing a post card, writing a letter but very specific to the …. to her environment. You see one of the objectives of the Common European Framework is to help in curriculum planning and elaboration. So this has worked out. Secondly is the evaluation, the aspect of CEF. It gives very, very clear criteria how to evaluate oral, how to evaluate written and I have been following these criteria since 2005 and because these criteria so clear, the first thing I do is to explain it to the students. So when the student gives his written or oral exams he knows what exactly I am judging him on. There are no disputes. So I really think that this standardization of course, as I said before our students will go for both. They will do a A1, A2 exams and they will even do their BA first year exams, we have no objections against it. But the students has also realised that this additional

qualification will help them if they want to go abroad either to work or to study. So I think it is a good idea.

Do you perceive any change in the curriculum and Syllabi of the foreign language courses in your career span?

Yes, a lot of them have happened. I will take a very simple example for the CBCS that we did recently. We have used the terminology of CSER the same. You know what they say…like we have named them because we are fed up of saying writing skills, oral etc… So we said developing language skills to do's reading and writing. Reading and writing take care of written skills and written comprehension, developing language skills listening and speaking. So we have now raised the titles in our curriculums are based on the four competencies

What are those changes that you assess positively?

I would not say because everything has been very positive.

What are those changes that you assess negatively?

No, because of curriculums now are really becoming more market oriented and this brings us back to the question you asked a student has to be aware of his job opportunities and I think the time is now.

And you think that these changes are positive in direction….

They are going in a positive direction. They are making the student much, much more aware and they are also making the student aware the fact that learning a foreign language is an asset. It may give him a profession immediately but it might add, it might be a plus point to a job.

Could you please share your ideas or suggestions for designing or developing foreign language courses curriculum under the current socio-economic conditions in India. What could be major considerations for you?

Well, I would say that everybody should move towards the market place. So language is a must. Literature has its place. But I think that we will have to go more and more specialized language courses what I would say we have to develop life skill courses, whether the translation, interpretation, being a tourist guide whatever it is and if you cannot incorporate it into your main curriculum because the university has a certain image, I see no reason why the part time courses could not be offered by the foreign language departments in the foreign language concerned which builds up life skills. I mean everybody should….you learn your survival frame how to ask your way, how to ask your bread and butter but after that much more life beyond.

Thank you very much madam.

Interview 18

Date	24/01/2017
Venue	Office of the Teacher at JNU
Duration	42.54 Minutes

I am doing a PhD research on "Impact of globalization and IT enabled services industry on Teaching and learning of Foreign Languages in India" at Centre for German Studies, JNU Delhi. This interview is a part of the research and I need your consent to record it for the research purposes. Is it O.K?
Yes, sure I give you my consent.

Could you please share when you started your teaching?
I started teaching in 2001.

Why did you teach foreign languages?
For the simple reason that I did not have any other job and I found myself by accident in JNU where I learnt a foreign language. And I seemed to at some point discovered that that I have a knack for learning a language and I enjoy learning it since again after my graduation and post graduation, there were no real employment opportunities. I continued with language learning and language teaching. I eventually found employment in this domain itself.

What are the courses that you have taught in your career span as language teacher?
As a language teacher, well I began teaching phonetics at the BA first year level. I then taught BA first year, so the initial courses you know, for a few semesters and I now basically teach French literature and French civilisation courses. Civilisation courses would include French cinema and also Francophone cinema. Apart from that, I teach Maghrebian literature and I teach French theatre. I also teach a course on Francophone literature of the Maghreb region.

Could you please share about those things that you liked in foreign language teaching?
Foreign language teaching is very interesting and exciting because you interact with the very young people you know, you yourself were a student of JNU, you had been a student here, and you understand that we have an undergraduate program, so we have very young boys and girls coming about at the age of 17. They have supreme enthusiasm. It is always good to interact with them. There is a good atmosphere usually in the class and it is....it is very nice learning a language, teaching a language to these boys and girls. Because your effort is reciprocated by them largely.

What are those things that disappointed you in foreign language teaching?
Well, in foreign language teaching, what disappoints me.....well it is not very easy to learn a foreign language. Once in a while, I do have students who get thoroughly

discouraged because they feel that it is just not their cup of tea. And they stop attending classes. And then we enter into a vicious circle where the less classes you attend, the less you will learn and however effort I wish to make it will not really help. So what disappoints me is that while the attempt in general has to ...has been in this university and specially in my centre, to treat language teaching or language learning as a game you know and to create an atmosphere in the class where everybody enjoys the activity whether it is the teacher or the student, there are some people who can not really join the game, who do not quite understand the rules of the game and they drop out. That is something which saddens me extremely, that is something which disappoints me.

Do you think that the language teaching practices have changed in last 25 years or in your career span?

Yes, language teaching has changed dramatically, drastically in the time span that you talk about. Because, initially, of course there were people who are doing audio-visual methods etc., before that of course there was grammar and translation people used to translate a lot. Then with audio-visual, there was a lot more emphasis only on spoken French. You know, people when the initial methods were used, people did not really encourage students to write at all in the first year. And so eventually, we had students who used to speak good French but they did not write good French. This was followed by of course, the communicative approach in which there was also the question of immersion, which is that the teacher would speak only the foreign language in class and not a word of Hindi or English or any other regional language that our students would know. This also had its own drawbacks because a lot of time students were thoroughly lost and a lot of effort went into explaining a very simple context like "up or down" you know, to a student. So, a lot of energy was required for this. This was a very labour intensive method. And that changed with time and now we have then of course, we had....we had task based approach. So we tell people to perform a particular task together. Earlier, it was there was this idea of 'acte' and 'parole'. So where people used to see how they can actually communicate in a real sentence. Now the emphasis has gone beyond that. We understand that one has to take a task based approach. One has to perform a particualr task in a particular language. Because language cannot be compartmentalised as only vocal; only oral; it has to do with a whole set of ....with the rules that govern life in general. And the student has to be prepared for that. So we have come a long way; a lot of games and activities have been included in the teaching of foreign language over time. Earlier, there was a lot more emphasis on literature; the idea being that the literature represents the highest form of a language. But now the belief is that it is not the literature that really matters; one has to really communicate. So this is the way it is. Above all, the biggest change has been that Europe after all we are teaching European languages, Europe adopted CECAR which is cadre Européen de Référence Commune pour l'Apprentissage des Langues; the Common European Framework for learning Foreign Languages. So it is not so much the rules of grammar that matter today in teaching language but the idea of developing a certain competence in a student. So, the emphasis has changed from

being extremely rigorous in terms of extremely bookish and limited only to grammar to a performance based language teaching methodology.

What are the reasons for such a change in your perspective?
Well, one reason is that the teachers must continue to innovate; must continue to research, must continue the dialogue with each other and these methods; the evolution is the result of the same attempt to improve on a daily basis is one method of teaching a language. After all, earlier, there was a belief that great teachers are born, you know and you have to have a natural talent for language teaching or any teaching and you are basically a star performer and so you are like a great actor on a theatre stage and you will perform and people will come and applaud and that is the way the language teaching will happen. But, over time, we have understood, no, that great teachers are not born but they are made. And they often make themselves and that is the result of supreme effort to improve one's own teaching. And in that context, these evolutions and with these efforts actually the change has happened. This is a road which is very long and we are chasing a never ending horizon, the more, the ever receding horizon; the more we run, the more the horizon opens up in front of us, and so this effort to change the method of language teaching will continue.

How do you assess current employment opportunities for foreign language learners?
Well, till a few weeks ago, I would have said that there is absolutely no problem at all. Because every public school which is actually a private school in India employs language teachers. But I am told that.... so there has never been a dearth of employment for language students. But what I understand now that the government is looking for changing this policy and foreign language teaching especially in CBSE schools will be..... will not be a priority anymore and will be taught... foreign languages will be taught more as a hobby. So I understand that this may possibly lead to schools cutting down the number of posts. That would not be good for our discipline. Apart from that, well in this centre, Centre for French and Francophone Studies, I have never really known of, I mean for a very long time now, of any real cases of unemployment. People do find some job one way or the other. So that is the way I see it.

Do you perceive any changes in the employment pattern for foreign language learners in your career span as a language teacher?
Yes. Very much. Initially, when I began teaching.....when I began learning the foreign language, there were not many opportunities, because I arrived in this university in 1990. So you would understand, that was when the liberalisation has just begun to happen around that time. In fact, around that is prior to liberalisation. So there were really no opportunities. I too came into French, because I could not figure out where to go. I was quiet lost and I said o.k, one opportunity is as good as the other and I came because of JNU, the name, the brand if you like. Because JNU was such a reputed national university. I did not really know what to expect but I did not want to go to some city college in some small town in India where I have always been told no

studies happen and only politics and politics too of a very low quality happens. So that is the reason why I came to JNU. And of course, JNU too has a lot of politics but we have no problem with that sort of problem.... politics. Especially I don't. But come what may, at that time there were very few opportunities for people with language skills and while everybody dreamt of a job with UN. I only know 1/ 2 people who actually worked for the UN. The others used to hang around, do a bit of tuitions, above all people used to be tourists guides. That was a very viable employment opportunity. Though, it was not considered to be a very good social status that you enjoy because India's being an extremely hierarchical society, people were obsessed with white collar jobs, mainly with IAS and stuff like that. And not and someone who was a tourist guide was not really someone extremely respected because it was considered as menial job. But it was a very well paying job and a lot of our students used to do that. Over time that has changed. People are now joining multi-nationals. A whole lot of our students go and join organisations like Amazon or Hewlett-Packard or for that matter IBM, I do not know if anybody is working for IBM, but Symphony, IBM and so on and so forth. That has been a good employment opportunity. These are good employers. If you go in with the right attitude, knowing very well that this is what is expected of you and they are good employers. And above all, following their entry into these organisations, as language experts a whole lot of our students diversify and go into management. Some of them are doing very well as human resource development people or in other processes in various companies. That has been the major change. Apart from other things, a few years ago, with the change in the policy of the government vis-à-vis reservations, where Arjun Singh who was the HRD minister decided that may be 22% or 22½% additional seats should be offered to the students of OBC category and political fallout of that being whatever it was, now there are far more opportunities in terms of teaching and research also. A lot more people have been recruited. Who are basically, there are more posts available for higher learning, for research and teaching at third stage which is the university level. And a lot of our students are actually not going away to join for these call centres or other business opportunities or profit from other business opportunities. They are actually continuing their research and they are getting placed at various universities across the country.

What are the reasons for such a change?

Well, above all, with....well the government has kind of understood that the youth has tremendous energy and power. And this energy and power needs to be better channelized. And at the heart of India's growth will be the policy of self-reliance which can only come through education. So the government has opened a lot more universities now and with those employment opportunities. You have trained youth now. Because I am told, some years ago, I believe, it was priced water house or Simelson, I am not very sure, but one of the big consultancy firms in the world has actually said that 90% of the youth coming out of the Indian universities are completely unemployable. From there, I think, we have come a long way where more and more youth and specially, absolutely every youth who comes out of this

university, I feel, is highly employable. So, it is the change in attitude where the people have understood that the youth is the strength of this country. The better we harness their energy, better it will be for India. I can gather that is the reason why this change is happening.

How does this employment pattern change reflects in the classrooms/ your strategies?
Well, I do not know at the BA level, because, the boys and girls who come to my class at the BA level are really very naive and quite innocent at some level because they are usually from rather deprived section of the society. A lot of them they came to JNU much like I did 25 years ago. You know, with no concrete plan of action, they just want to get into some decent university, which and from there to think further about what to do next. So I do not know if that has changed the attitude of the students. You know, generally, these are boys and girls who work very hard. They may have come in with a lot of disadvantages but eventually they do rather well. So I do not know if their attitude if it has changed, if it has made a difference to their attitude. I am not very sure. I think the attitude was always good. People did want to work. People did want to learn. Now only, there are more opportunities, so the change is evident. I mean people leave after BA or MA, there are more opportunities now, that's all. The attitude was always good.

Do you think that market demand for foreign language experts have influenced the motivation of the foreign language learners?
I do not know. I think the question would be best answered by language learners.

Do you perceive any changes in the learners' motivation among foreign language learners to learn a foreign language in your career span as language teacher?
No, I do not, I don't. As I pointed out it is really people who did not quite fit in elsewhere, people who failed their engineering entrance exam or who fail their medical tests and could not get through these fields or could not join the NDA because of some physical some reason which debarred them from joining these things let us say, physical tests or whatever, those were the people who came here. They were always determined to learn the language; they knew that life will would not give them a third chance. So I do not really think that there has been a major difference in their attitude to learning the language or in their motivation.

Do you perceive any change in learning expectations of the foreign language learners in your career span as a language teacher?
That again would be best answered by the students themselves, by the learners. At my level, I think, my perspective is that you know, their motivation and their expectation are the same that they want to learn the language. They want to learn the language. They want to learn it well. They want to speak and write well.

Whether it was 25 years back, or whether it is now it is same?

Yes, I think so. I would go one step further and point out may be 25 years ago, even when I joined, the profile of students were still relatively different was slightly different from today. Because for a while you know very well the JNU had old admission policy, whereby, students were giving weightage in their exams for the....depending on the state they came from, the region they came from – whether it was developed or backward, whether it was boy who was applying or girl and so on and so forth. At the time when I joined as a student, that had stopped. You know the policy....the education...the entrance policy had been changed. So we had a lot of people who were from an urban background, and we had a lot of public school people who used to join for a while. That has changed again, but that I think, is the only substantial change. But otherwise, people who are generally here in JNU, are very, very motivated and they work rather hard. So I do not think that their motivation level has changed. Their expectations also remained the same, in my view.

Which are the textbooks that are used to teach foreign languages in your career span as a language teacher? Did the textbooks change?

Yes, the textbooks have changed practically every year. Every year or every two years, I have already pointed out that I have not taught language for a while now for the past 7,8 years, 5-6 years actually at the first year level. But, I would say that in my span, I have used something called 'Archipel', after that we had 'Espace', after that we had a third one called 'Nouvel Espace', after 'Nouvel Espace', we had 'Carte sur Table' I believe, then I do not remember. There was a book called 'Forum'. We used a book called Forum. There was a book on the way before all these and after 'Archipel' called 'Grand Large'. So, yes, books have changed all along. At the moment, we are using something called 'Version Originale', right? Which is based on the task based approach. So, every year , yes the book changes. We have also used another very important method called 'Connexions'. Connexions were a method which was quite dynamic also, which was something between the communicative approach and the task based approach. Yes we used Connexions which had lot of emphasis on which also had an emphasis on Francophone aspect of learning the French anguage. You know, which talked also about French speaking countries other than France and so on and so forth. So, 'Connexions' was also used and finally we are on the …..on the … 'Version Originale'. Yes, the textbooks changes every year or every two years.

What are the reasons for such a change?

Well, change is always good. You know, It is believed that every textbook is written with some more perspective you know, and that is one reason. I think it would also do with the fact that ….. I think it may have something to do with the commerce of the with….of the publishing industry also you know. I think new books coming from France. These are all books which have been written in France to my great regret. You know, in JNU, we have not yet used a book which has written by Indians. And I do believe that Indians write good books and they are capable of writing even better

books. But for some reason, I think this may be a colonial hang up that we use French books. Number two, maybe it is the marketing of the book that is very good and that is the reason we use it. Also, for language teaching you know, it is a lot depends on the books that are available in the market and since the French Embassy, the French Government subsidizes the sale of these books in India you know, through the Alliance Francaises etc. you know, so maybe that is the reason why we have….we are using the foreign books and that is why we change every year. But I think by and large, the commerce of the book industry being aside, marketing techniques etc. being aside, I do believe that with every book there is some evolution between codes in language teaching and above all, I think it is a good idea to change a book because following the same book would lead to complacency. There are universities which are using the same book 'Nouveau Sans Frontière' which is more than 25 years old, you know this! They are still using the same book. When you go to smaller universities, you see that they are in tatters; because teachers do not want to change that because they are very set in their ways and I think the beauty of any program, of anything lies in innovation. When you repeat the same thing, ad infinitum, that innovation…. there is no more innovation and that will lead to the death of the discipline, will lead to the complacency on the part of the teacher and that will reflect in the work in the class and students will not learn as well as they will, if the teacher himself or herself remains alert by using new methods.

What are the criteria involved in choosing a textbook for a course? What are the reasons for choosing a Textbook for a specific course?

Well, it above all depends. See, the latest textbooks are much influenced by the CCER you know the Common European Framework. You know that is one reason and the CCER is also evolving. You know people are re-evaluating the CCER also. I think that makes the difference. That is one reason that is one criterion for changing the textbooks. You know the research in language teaching is reflected in work, otherwise there is no point doing the research or teaching the language. You know, it is the marriage between, marriage may not be a good word but the collaboration between the research component and the teaching component you know. That is the reason the books have changed. That is the criteria.

Do you perceive any change in the methodological orientations of the books that are being selected for specific courses in your career span?

Yes, I would say so very much. Because if you look at Archipel, Archipel put a lot of emphasis on the teacher himself or herself.right? Now, with the books that are coming, you know with every book, we feel that there is more and more emphasis on the learner. You know, earlier, there was more emphasis on the teacher. You know now there is far more emphasis on the learner and the learner is encouraged in the current books to be autonomous. So I do believe there is an evolution.

Do you perceive any change in the teaching methodology followed by you in your career span as a language teacher?

Yes, very much. I too when I arrived 20 years ago, 15-16 years ago as a teacher, I too believed very much that I am a performer and I need to impress the students. Over time I have realized that I don't need to impress the students, I have to allow the student to impress me. You know, yes it has been a very big difference where I have learnt to give more space to my student and take less space because I have nothing to prove to him or to her. She has a lot to prove to me and also to the world. So I think it has over the time I have learnt the lesson of humility at some level and above all,and… come again with your question please….

Do you percieve any change in the teaching methodology followed by you in your career span as a language teacher?

Yes, for me again the second part being that initially I relied on my instinct, on my gut feel, on my belief that I know the language very well and that I have the perfect answer. Over the years, I realized that yes with every year I grow, every year I learn something, but at the same time, I have learnt to use the pedagogical guide, I have learnt to use other material, I have learnt to use material on the internet, I have learnt to interact better with students. I have learnt to be more attentive and sensitive to their demands and their level and pace of learning. I less " I am less demanding" from my students and I am more sympathetic to them. And yes the fact is that I realize now that I need to be more structured. I am more structured now as a language teacher that has been personal evolution, if you like, that has been the evolution in my style of teaching.

What are the reasons for such a change?

Well, the realization that I am far from perfect. The realization that my students are far from perfect. The realization that if I spend my time impressing them, I do not achieve anything. The realization that I am not a performer, I am a facilitator and so on and so forth. These are the reasons.

Do you perceive any change in relevance and use of media for foreign language courses in your career span?

Yes, very much. Earlier, we used to have a lot less media because of very material reasons you know. It was difficult to have an access to language lab. It was difficult to …. even when you have a language lab, at times, things did not work very well. It was not easy showing a film and so on and so forth. Now of course, with media and above all with internet, world has changed completely, you can watch…. you can show clips on Youtube. You can learn from youtube yourself as a teacher. How do I teach, how do I evaluate a lot is available on youtube. You know, and of course, with the explosion with the number of websites, you know that teach you how to teach, that help you develop exercises for your students and so on and so forth. There has

been a major shift. Earlier, with 1 cassette player in the class, we used to do a class, now, of course, a lot more has happened.

What are the reasons for such a change from your perspective?

Well the boom in technology, I think the future lies in the use of technology. And while this may be unfortunate in a position …. in a place like India, because everybody does not have the access to the same technology, reason being because everybody does not have the same financial resources. At the same time, I think the fact that…. I think this is something we cannot really escape. And the fact that now technology, the internet is available on the mobile phone and every student does have a mobile phone and I think most of them have a …..have an internet ready mobile phone, I think that does make a difference.

Do you implement the Digital Media for language teaching?

See, I have told you earlier, I have not been teaching the language for a while. I am teaching the language only this semester and I have 2 simple classes. Well yes but I will use the digital media very much.

What are the criteria that are involved in your selection of digital Media for language teaching?

Well first and foremost, let me be very clear, when I teach a course now, I remain very anchored in the book. And I follow very closely the methodology prescribed by the book because that way the course remains structured and I have an anchor. You know, so, probably the digital media will only supplement what is already been done in the book. You know because then, the methodology of the writers of the book becomes mine. So, it is better to stick with the book, stick with the pedagogical guide, stick with the exercise book and then supplement that with other activities which the students may not find in the book.

How do you assess the digital media intervention in improving the learning outcomes?

Well, the digital media above all is so easily available to everybody it makes a big difference. I think, the impact can only be positive. For example, 10 years ago, it was very difficult to read a newspaper on the internet. Or for that matter, there is little films for children. You know which were not available to lot of students 10 years ago. Today, one can very well watch a film like 'Lipothy Nicolas' which is an animation about a 5 year old boy who is doing a lot of activity you know 7 year, 6 year old boy who goes to a school and it's based on a book actually by …, I forget whom right now, you know these are available to students now, to a learner today. So learner can easily learn the language. It's much easier today because earlier people had only their teacher with whom they could speak in French. Today with the digital media, you have access to the language of the native speaker, although that is really not a criteria

of language learning any more because it is not only the native who is expert in language, anybody can be expert in any language. But all the same it does help.

How do you assess the digital Media intervention in realtion to improving the learning ability of the learners?

Well, the digital media would certainly help in the sense it provides the immersion that we were talking about earlier. The only thing is that that time the immersion was complete. Here when the student feels that he or she is about to drown in the immersion; the immersion was like you are thrown into swimming pool, I am sure the same must have been the case with German also. So a lot of people eventually learn to swim, a lot of people actually drown. Here, you have a possibility of being immersed but at the same time escaping because you can switch off that….the internet immediately or whatever and you can actually take a break. You can also do something at your own pace. You know it is not imposed. It is decided by yourself.

European Union (CEFR) and U.S.A (ACTFL) have implemented standardized proficiency levels as learning objectives in the foreign language curriculum and syllabi. How do you assess the Indian sitation to these kinds of standardizations?

Well, in India, we have also adopted the same method actually. In French language teaching, we do not look at the grammar, the rules of grammar, that one must know at the end of the 1st year for example. We look at the competence of the student after every class or after every semester. The person should be able to speak a few sentences, should be able to send a post card, should be able to buy I don't know something in a shop and so on and so forth. So yes, we are also following that. It's quite a structured approach. But that may not be the answer to everything. It is far to straight jacket that idea of teaching or learning a foreign language and I find that horrible because I find that very fascistic in its own way to impose one model to the whole damn world. Above all, I hope you will make a note of this that language teaching, I find it very dry and very rigid. People are working on it. People are trying to work around it etc. but the reason why a lot of people learn a foreign language is not necessarily just to communicate on the streets of Paris. But because let us say that the French language is a very beautiful language also. And people would like learn the best of it because it has to offer in terms of its literature, in terms of its cinema, in terms of its theatre and so on, in terms of its poetry or its philosophy. You know, that aspect has not taken into an account any more, that I may not necessarily want to simply go as a tourists or may not simply want to be a callboy in Gurgaon. You know, I may have other interests or there may be other reasons to learn a foreign language. I think CCER has absolutely no understanding, has absolutely bypassed this as best I have read and I have read it.

Do you percieve any change in the curriculum and Syllabi of the foreign language courses in your career span?

See, it's not very substantial. It's not very substantial. You know, we have new words, new jargons, new terminology or a lot of things but at the end of the day, I think, we are learning more or less the same thing. That is the fact of the matter. I think the syllabus remains more or less the same. Earlier also, you know at the end of the first year we expected the students would cover a certain rules of grammar, let us say, but that meant that she must be able to use those rules of grammar in a particular situation. Today, we do not say that we need to learn these rules of grammar but we need to simply…but we say simply that the person should be able to interact in these circumstances. I don't think there is any major difference. But, yes, it is an attempt in the right direction. Earlier, the emphasis that there was on grammar and grammar alone, that is slowly shifting to performance to the competence ….to communicative competence of the person or to the actional competence of a person.

What are those changes that you assess positively?

Yes, well, the obsession with grammar has gone. You know, because again, as a native speaker of Hindi, I don't know really the grammar of Hindi. I do know very vaguely that this is Sankhya and this is whatever it is called you know, samkhya and verb is karak, I believe you know. But just as we are not too obsessed with our own languages, in the same way we don't need to be obsessed with….. I mean with the grammar of a foreign language either. I think, linguistics has somewhere played an important role in all this because we have understood that grammar is prescriptive, while linguistics is descriptive. So may be, it is not, we should not just be obsessed with grammar, and I think through communication, we can speak well also.

What are those changes that you assess negatively?

I make another comment since we have been trying to organize workshops for schools and for school teachers in the past, I realized that o.k, all these big talks really help at university level when we have 25 students. But, now we have huge classes. 50 students and it's very difficult to accommodate them. And after a point it's impossible to really implement these methods or this methodology in a very, very structured manner. It is not easy looking at a class of 40 people you know. I think 20 people would have been more than enough. That is where this would work best. But, now with 40 people up to 40 people in a class, I think, this is not very good even in a university. You know we were attempting and let us not forget that with the general level of , the awareness of students, I would believe that may be students today are more intelligent than I was when I was a student. You know, that certainly helps. But I think, again coming back to schools, I mean this is a practical problem with this method of language learning and I don't have an answer to this because this is a material problem. The other point, regarding schools, in schools language learning is really not the priority. You know, the grades are the priority. And there is we can absolutely teach a school teacher or we can discuss with a school teacher or learn from a school teacher any methodology under the sun. you know we can try to …we can talk about as much research as we like but absolutely nothing works in a school

because over there the exam pattern is such that there is no oral exam, there is a written exam. The written exam is based on grammar and grammar is a bane of language teaching. You know that is the only thing that will happen and it is only the grades that matter and they have to finish their syllabi. And also students don't have time to attend these classes. When students are very busy, their teachers say or the management say "O.k, Forget the German class or the French class. Send the students for extra classes in mathematics or in physics." So I think in schools language teaching was and shall remain as a disaster till we do not actually think seriously on how to change that. You know, how to change the method and the 'attente' which means the expectations of a teacher from her students and the students from their teacher, and the Board and the management from the learner and the teacher at the same time.

Could you please share your ideas or suggestions for designing or developing foreign language courses curriculum under the current socio-economic conditions in India? Suppose if you are designing what could be your major considerations?

See, above all, I would look at reducing the number of people in a class, if it's ever going to be possible. That is the first thing. Secondly, I think there would have to be a lot more what could emphasis be on. I think there has to be of course on the task based approach is good enough. I think that has to be incorporated in this. Communication has to be given priority but we have to also ensure that there is some writing involved you know. That is one part of it. Yes, there has to be a lot of emphasis on inter-cultural activities. You know, earlier books had nothing to do with inter-cultural activities and the situations they talked about would be purely French and the situations that did not really exist in real life. To give you an example, there is a book which begins with a minor accident on road in Paris where 2 people have a car accident. And they get out and they look at each other's car and they say "Oh, it's nothing." Let us "Oh! You are a musician?" and "Oh! You are a singer!" "Damn good!" "It's a pleasure meeting you" "And don't worry about the car accident!" "Now we are friends!" I think this is absolutely ridiculous because in Paris like in any other place under the sun, if you dent somebody's car, he will kill you (laughs). So I think, language textbooks are basically the parody of the culture about which they are talking. They are the jokes of the highest order. If you look at another method, I think it is 'Forum', if I remember correctly, it only talks about the great times students are having when they are doing a foreign language, they are basically enjoying themselves, they are talking only about parties, they are talking about their trips you know to other cities, to hill station, to ski. They are talking about a trip to the beach where all of them will swim. They are talking about restaurants. You know and besides basically, it is like one big party. You know that people in France only have a huge party. France is a party into itself. And this is a joke. You know because they don't talk about the fact that there is no metro, that France is a country where there are strikes all the time. (laughs) You know, I think the fact that we have to be realistic. Paint a real picture of a country whose language we are learning. At the same time,

say that French is not only a language of France but also of other Francophone countries. Talk more about them. And also explain that look this is only worth something if it has any connection with your own culture. You know cultural elements have to be explained because here the only impression we get is that the French are only interested in sea, sex and sun and which is nonsense (laughs). And in same time, Indians are not only worshipping cows. You know, some Indians are worshipping cows but all Indians are not worshipping cows. Some method has to be evolved where more realistic pictures has to be painted and there has to be more dialogues with the local culture.

Thank you very much Sir.

Interview 19

Date	16/01/2017
Venue	Office of the Teacher at JNU
Duration	41.51 Minutes

I am doing a PhD research on "Impact of globalization and IT enabled services industry on Teaching and learning of Foreign Languages in India" at Centre for German Studies, JNU Delhi. This interview is a part of the research and I need your consent to record it for the research purposes. Is it O.K?

Yes. You can record this.

Thank you Sir, Could you please share when you started your teaching?
I started teaching as part time and ad-hoc and at such positions at 1997-98 and I have been teaching as full time teacher since 2002.

And, why did you teach foreign languages?
Well, it came just on the way. There was no specific reason to choose foreign languages. Since I trained in foreign languages and I studied in JNU. So this was a basically a choice made. So, I just went into it.

What are the courses that you have taught in your career span as language teacher?
Well, I have taught various courses. Since I have two PhDs, one in linguistics and in English also. So I have been engaged in other departments also. So, I have taught of course, COP and DOP levels, ADOP levels, BA level, MA level and at BA and MA, also with specialisations. In MA, I have taught more on translation studies....that field. And along with that, of course, comparative literature also and in that I have been able to bring some of the Indian grammatical traditions and Indian literary theories also, as part of the teaching. So I was engaged in foreign languages and also my other departments. So accordingly I have taught at various levels and I have been able to design at the COP level I can say, special courses also for some of specific groups. It has been part of my career which I started long ago in English and Foreign Languages University, in those days CIEFL at Lucknow. So, there we had specific demands also from government servants and for that also I have designed and taught.

Could you please share about those things that you liked in foreign language teaching?
Well, one important aspect of foreign language teaching is that it is always new and afresh. Teaching any language is always, teaching a new world. Whenever a new world is introduced to people, they… are.... a bit excited about understanding this new world and knowing something absolutely new even if they know about those countries especially those countries that I deal with, they know through English sources and sometimes the difference between the knowledge through the English

sources and the knowledge that we bring directly and this excitement is what excites me always about teaching a foreign language.

What are those things that disappointed you in foreign language teaching?
Yah, one of the greatest disappointments for me has been, that most of the time, at least in my generation we have talked about direct language teaching. And I have faced sometimes very stiff opposition that why are you speak in that language? You should be always using translations? So in the actual teaching scenario, many times when we go to smaller places, smaller in comparison to Delhi, I faced this stiff opposition mainly from elderly generation because in my class there have been people as young as 19 and 20 which is often the ideal age if I think of JNU, and till the age of 80 – 85. So sometimes mainly elderly people have really opposed it and they have come up with theories and complaints and all that. Gradually they understood it but this has been one of the disappointments that we don't look at the language as a natural process, as evolution and learn it accordingly. That is the only disappointment I had.

Do you think that the language teaching practices have changed in last 25 years or in your career span?

Yes certainly it is changed. Like, just now I mentioned, that I faced the stiff opposition of some of the elderly students that there was... that the teaching should be through some other language. So it is simply met, when I interacted with other colleagues also, because other colleagues who were of the previous generation who were often employing this. So, that means, I face certain time because of that when other, the earlier teaching practices of grammar translation also continued and at the same time the newer translation practices were also evolved. So, that way, I have seen that some direct language teaching methods also have undergone changes because I had to change some of the text books though it was direct language teaching method but it was not communicative approach. So I happen to start teaching at a time when I have to introduce at many places that is often known as communicative language teaching practices. Plus within that also, in last 15 years I have seen the changes in the uses of authentic documents and the sources which we could get, for example I taught in Varanasi and it was difficult to teach because in front of me, one of the difficulties it was of course, pleasant to take up that challenge, but one of the difficulties that I had a class of let us say, 60 or 70 students before me and of course, not all were interested. So, and also I have to compete with 4 or 5 fans and accordingly the sound also got lost. You know, in foreign language teaching the sound is very important issue. So, the teaching practice was like that. Then, it was not possible for me to make them practice oral expressions. Written still one could handle but for oral expressions it was little more difficult. So the advent of this internet that helped a lot. So accordingly many changes due to the arrival of multimedia because of this multimedia, we do not need some of the old language lab classrooms. We had language lab classrooms but fortunately we have other new kinds of documents by

which we could give them the same practices. Because language labs often did not function in most of the provisional universities. Even though they were established but we did not had staff to run them. In JNU we had staff and we have a dedicated language lab for us but in other places, it was not so. So, these multimedia and related authentic documents of various types that has certainly changed our teaching practices and has provided new dimensions to teaching by uses of technology at various levels. Apart from that, in my career I have been involved in teaching this foreign language through distance mode also because I worked in 'Indira Gandhi National Open University' also and I was one of the founding members of that university for teaching of foreign languages. So this has in itself being real innovation and we have to innovate every time. Because before us, there was hardly any practice on teaching foreign languages through distance mode. So, this change has also come up which was not earlier. Now we see in my career span, I see lots of sites also teaching foreign languages. Of course, in universities it is different because we have to evaluate and give a certification. However, there are other sites also teaching foreign languages which did not existed earlier. This is a very important practice that we can learn a foreign language through distance mode and for evaluation, I see, it seems earlier also such certifications existed but they are not so popular like you find ... for every language you find some international certification now which have become much more popular than earlier for the simple reason, that you can.... you have the opportunity to learn from various places now which were not so much available at least some choices were there in bigger cities and all that , there were institutes the retired teachers teaching and all. The possibility was still there but now it is much more. So, there is an emphasis only on evaluating institutions. So this is major change that I found. One is distance education mode of teaching in the university practices itself and second I find that there is a possibility of learning through various means using multimedia and internet sources.

So, what are the reasons for those changes?

Well, one of the reasons for those changes is very clear that the technology came. So, unless we have the technology even if the desire was there, it was not possible. So one is the technology. But along with that there is a desire also. Because this technology induced learning desire. It has another aspect also that this technology has brought the world together. So, this bringing up of the world together certainly gave perhaps new career opportunities. At least people could think of new career opportunities which might have existed but people in smaller places and other places, they could not even think of that. Now they could think of that. That is number one. Number two; there is certainly a curiosity also. Because earlier many things which were not available to them. At least through print practices through printed books, they were interested; some people were interested they wanted to learn these foreign languages, purely for their scholarly reasons. For their I would say, spiritual reasons of feeling that they have learned more. The pleasure of learning itself is a great motivator. So in that context, now since you know about new things about the world about which you did not know and we knew through English or through somebody reporting in our

language. But now we had a possibility of new....new....new documents for learning. Documents of all types. New types of books etc... and uses of internet, and new kinds of songs coming to us. So, all these things have changed the perception of the world and perhaps these are the reasons for these changes which I mentioned.

How do you assess current employment opportunities for foreign language learners?
Well, the employment opportunity for foreign language learners is much better now. Because there are lots of people getting employment in many MNC's and all that which were not so much earlier when I was a student, they were not so much there. And second that now since the world has become really closer, we have two types of foreign language learners : one those who are already settled professions in other fields or if not settled professionals, they are working in other fields and second those who are doing only foreign languages. So, obviously there is an expert with this globalisation and with this world coming relatively closer and all its economical ramifications, people in other fields they want to learn foreign languages more and more for their professional reasons. So, of course it simply means that the learning of foreign languages enhances their professional skills, number one. And since there are more learners, so, obviously there is an increase in opportunity for foreign language learners becoming teachers. Now you can find that even smaller provisional universities opening up small departments and all that. So, that way, the current employment opportunities are good.

Do you perceive any changes in the employment pattern for foreign language learners in your career span as a language teacher?
Yes, yes. That also I have perceived. Because earlier, first of all, as I just now mentioned, the MNC's were not there so much. Their presence was not there so much. So, now there is a perception like earlier people who are doing mainly foreign languages, they would think of going to any career at least after MA. And the careers were like for ladies there may be careers in aviation industry, for men there may be careers in some stock exchanges and embassies etc. Teaching opportunities were much less. Now it is a different scenario. First of all, as I just now mentioned, that those who are already working in some other field and if they learned, so their career patterns change differently. Those who are teaching mainly the foreign languages and want to become the teachers for them also of course, you can do your MA, M.Phil and PhD. But now there is a possibility, and lots of students think also and they take up this possibility also, that just after BA they join MNC's. A lot of them and after MA also, lot of them leaves the basic pursuit of the field of foreign languages and related research areas but they go to other fields also where of course, language helps them. The knowledge of the language helps them but they take up other fields also. And they are preferred for certain reasons, professional reasons which MNC's knows better. But we know that is a requirement of that type in which students prefer to leave their university career after BA. Earlier people do not think much of that. So, now people think of leaving BA and large number of students in fact leave after BA

and join MNC's and gradually they do better. After few years some of them come back and meet us and they are happy. And that change is there.

What are the reasons for such a change?

Obviously, as I stated also, that the reasons for such a change is I think at two levels. Number one: Of course, there is an employment opportunity available which was less. The other reasons perhaps are deeper in the society also. People earlier thought that it is important to do at least MA. And Education and getting a higher degree was an aim in itself. But now the society has changed and people have become more pragmatic in that sense that they receive education for an important career opportunity. So, as soon as the career opportunity comes to them, they embark upon that and they simply jump on that career opportunity which is in a way good also. And so this change is because of two reasons, one that increases in the employment opportunity. Number two a difference in the perception of education itself in the society that is what I feel.

How do these changes reflect in the classrooms?

Oh yes, it does reflect in the classrooms and in the teaching strategies also. Because you see, I have two kinds of students now. When I go to teach BA or even at COP, DOP or at ADOP levels we have very clearly two kinds of students. Those who want to continue and those who don't want to continue. They will think more about getting the jobs. I had such students. For example in my personal experience when I was teaching at Benares Hindu University, students flocked to me for a simple reason that I was the only teacher, others also were from the elderly generation and I was the junior most and I used to tell them with this perception that look, you come from such a family background where you need jobs. So, why don't you think of that and so many doing MA, M.Phil and PhD and you may not get a teaching opportunity because of opportunities are becoming less and less. So, why don't you think of that? So, they really thought of that and that actually made me to conduct with them, may be doing some research on how to prepare a foreign interview, telephonic interview and all these things and though in the curriculum what we can say something like business French, commercial French or some kind of official French was not there but still in my teaching strategy of language I have to incorporate because they used to ask me such questions. Sometimes I have to give them extra time for that. Sometimes extra courses not exactly courses but extra classes. Extra classes we have to think in the department. So that is very important change now where we have to really think of how to make our students directly employable. Because it is a complaint in the industry. Earlier we could have simply thought of teaching literature or little bit of translation in terms of higher research and all that. But now there is more and more requirement. Of course, in foreign languages we have always thought of the actual requirements of the industry number one or of the people who are interested in foreign research. However in the present scenario, we have to think more and more of that.

O.k, do you think that market demand for foreign language experts have influenced the motivation of the foreign language learners?
Yes, certainly. Yes certainly the market demand has increased the motivation. It is an added motivation now.

So, do you perceive any changes in the learners' motivation among foreign language learners to learn a foreign language in your career span as a language teacher?
Yes. That does I have mentioned of course, I have found there are new motivations, new reasons to learn foreign languages and also those who learned it only as a subject now they feel more motivated because of the enhanced career opportunities and also because of the enhanced learning pleasure. Because, now there are different types of learning pleasures that they get out of it. Earlier they could simply read a document through language. Now there are more documents available in that language to them. Earlier in the provisional libraries the documents were not there. Now through this internet they get to know so many things, new kinds of.... new kinds of music coming, new kinds of songs coming, movies coming and they can watch all that. So these are all new motivations for foreign language learners.

You have already mentioned the reasons for such a change also. Now teaching strategies in relation to change in the motivation of the students?
Yes, yes. That is precisely what I said. Now we have to use all kinds of documents that we get. Because students are interested in that. Like earlier perhaps... we could not have thought of getting words related to movies or songs or composition of songs. But now all these things are coming and students are interested and for professional reasons also. Earlier there was a specific group, sometimes the demand form army may come but nowadays such demands are very large. People from various backgrounds they come. So this teaching strategy we have to really think how to cater to them to specific groups and they are more and more. Besides the teaching of language also which is in a way very demanding because in COP level itself some of them they want to learn about the new kind of vocabulary and new kind of structures which are used in their specific field and that is often not possible because they have to learn first the basic structures. But nowadays we have to think of amalgamating them. So this is a very important strategy that how to amalgamate these structures and the kind of vocabulary which are specific to one field into your basic teaching itself that is the new strategy that we have to think of more and more .

Do you perceive any change in learning expectations of the foreign language learners in your career span as a language teacher?
Yes, yes. As I have mentioned. Yes of course, I see a very clear perceptible change that we can find that earlier it was more because the... it is a subject so people want to learn it. Something that you actually notice at the school level. At school level nobody asked that why am I learning this. Now this question everybody will ask. That is a reason that it is very relevant. Yes, it is relevant for your career. This is a perceptable classical difference between the adolescent and school learners and

basically the school learners and the adult learners. So now we find more and more consciousness on this question that why am I learning it? How is it useful? And they want really to understand that what they are learning is going to help them in career.

O.K, do you think that the changes in learning expectations resulted in better learning outcomes?
Certainly. In some cases yes. In some cases not. The answer is very clear in some cases yes and in some cases not, because you see, we have to learn the basic structures. Such motivations that I am going to apply is going to be a problem because they think that it is not important for me. They will not understand that it is important to learn the basic structures. So in that case sometimes it is a problem but overall I will say it is better because once they understand that we have to learn this in order to learn that. Then after initial shocks they try to learn. So overall this kind of learning expectations, when it comes out a clear motivation it is better.

Do you think that the changes in learning expectations of the foreign language learners improved the learning ability of the learners?
Yes, yes. Because for the simple reason that now they access more of such documents. So many times ....earlier they would think only of reading their text book and some related documents which the teacher provides or which is available in the library. Now first of all they themselves have a desire to access such documents on the internet and secondly that is available also. If somebody want to learn a particular language and then is able to listen to the songs. Earlier we could play one or two songs. Now it is available if the person is interested in music. So that increases and the learning ability also increases.

So in this connection, teaching strategies in relation to learning ability and learning expectations?
Yes. Yes. We have to adapt to these strategies also now. Like for example earlier it was important to play the songs. Now it is more important to give them the sites from where they can play the songs and listen to that and enjoy that many times. So our teaching strategies should adapt to providing more how they can learn on their own. Earlier it was more of teaching now making them auto learners, self learners. So at least in my teaching strategy I try to do that more and more. That of course, the basics we have to teach and I teach to that extent so that they can become self sufficient learners at the lower level itself. Of course, there is level in language where we talk about it but at the basic levels also now we can think of creating such strategies which can make them auto learners.

Which are the textbooks that are used to teach foreign languages in your career span as a language teacher? Did the textbooks change?
Yes, of course the textbooks changed. In my case actually as I said that I have taught in different universities and many places I had to change the textbooks for the simple

reasons that the expectations are different and textbooks what we mean by textbooks of course, textbooks are defined in a particular syllabus framework but the moment I am adding to all other documents, it is of course a perceptible change in the text book and the uses of the textbook also. So, per se many times we had to change because of the new methods which are coming which respond more to the requirement of learners of the present day learner plus the uses of, the way we use the textbook also changed. Like earlier the textbooks would not give an internet site. Now the textbooks are giving that to go to this site go to that site. So accordingly students are also exploring. Textbook has given one site and the students explore more. So that way the textbooks have changed and the perception of the textbooks have also changed.

What are the criteria involved in choosing a textbook for a course? What are the reasons for choosing a Textbook for a specific course?

Yes. The reason for specific courses that we have two types of courses , one is the basic language teaching. So in basic language teaching whatever response to the actual situation, to the requirement of the situation that is number one, which is always the basic criteria and in that of course there are many parameters like textbook which is very good for let us say for twenty students class many not be excellent for a sixty students class. So we have to see so many parameters and accordingly we choose. The other is that for some particular specific course like when we are teaching French for professional reasons for any language, for literature, or for other culture and civilization at various levels. So then of course, again the requirement is as per the expected learning outcome and as per the expected learning objectives for that particular course. But only the objectives and the expected outcomes and the strategies have changed. So that also gets reflected in the selection of the textbooks.

O.K, Do you perceive any change in the methodological orientations of the books that are being selected for specific courses?

Yes. The methodological orientation if we say, then of course as I mentioned just now that from earlier approaches to communicative approach that is one for language teaching. But methodological orientation is a very large term. By and large the education scenario itself has changed, as we can see in government of India official documents also. So that has those educational environments have to get reflected. If the students are today asking more why am I learning this language? So such things such situations have to actually integrate into the textbook. So more and more we prefer such textbooks which represent more and more of the situations which are required in the present educational scenario.

O.K. Do you perceive any change in the teaching methodology followed by you in your career span as a language teacher?

Yes, of course, I have been continuously taking about it. There is of course, a teaching methodology change due to technological innovations number one, due to

new sectors emerging like distance education becoming more and more important and also students rather overall learners coming with new kind of demands. So these three things I think have changed the teaching methodology that I follow.

So, what are the reasons for such a change?

Sir, I have just now mentioned. See that the overall education scenario has changed.

Do you perceive any change in relevance and use of media for foreign language courses in your career span?

Surely, Surely. Earlier as I mentioned that in many places it was difficult to give them practices in listening and speaking. Now it is more and more possible because listening exercises are much more available due to internet and multimedia documents available for us.

So, do you implement the Digital Media for language teaching?

Yes. Of course, digital media is a very important media which supplements the language teaching by providing more and more of listening and speaking documents

O.K. and what are the criteria that are involved in your selection of digital Media for teaching?

Yes. Number one that what is directly related to the textbook that is being followed. Number two whatever is directly related to the requirements of the students. Then once we identify that then of course, we have to see the level of the students also. So the level of the students is very important and there are documents which are available and which can be used at various levels. Like, for example there are news channels which provide a possibility of listening news being read slowly then faster or faster depends upon what speed is convenient for the learner or the listener rather in their context. So accordingly I choose. So the level of the student, the requirement of the student and the relevance of that content of the document being selected. Three criteria which are important in selection of the digital media documents for teaching.

How do you assess the digital media intervention in improving the learning outcomes?

Well the assessment methods are actually not decided by us much. When you are working in any institution, the assessment or evaluation overall is already decided by many institutions which award the certificates.

Here the question is that your assessment on the digital media intervention for improving the learning outcomes?

O.k, Ya. So I am coming to that only. You see, because that is another aspect. So when we see the assessment criteria in terms of evaluation and awarding the certificate as we know that there is continuous evaluation and then there is a final

evaluation. So the final evaluation is already decided and even in continuous evaluation though we can intervene little bit but by and large it is decided by the institutions itself. So in that scenario how much the digital media documents contribute in achieving the target, the target of whatever is the pass percentage or getting the good marks is there. So that becomes the issue. Now as I said that at least for listening and speaking skills we have more documents and the documents which can be accessed any time during the day. So this helps. However at the same time we have to also understand that sometimes, sometimes not always but sometimes it does detract students from acquiring a better writing skills. But apart from the writing skills the other skills, for other skills, the digital media intervention is very good. And in writing skills also there is one aspect that more of spontaneity but the desire to learn better expressions is less. Spontaneity in the sense that nowadays they can chat. So there is more of spontaneity in their expressions but lesser uses of good expressions. And by good I mean in every language you have the criteria.

How do you assess the digital Media intervention in relation to improving the learning ability of the learners?

Yes. Of course, the digital media intervention is very important in terms of improving the learning ability because now that the learner can access the documents more and more at a time when the learner wants, when the learner is more comfortable in learning. So that way it improves the learning ability of the learners and also it responds more to that kind of documents which the learner wants. So, so, to the taste of the learner also there is more documents available. So in this way the ability of the learner improves.

European Union (CEFR) and U.S.A (ACTFL) have implemented standardized proficiency levels as learning objectives in the foreign language curriculum and syllabi. How do you assess the Indian situation to these kinds of standardizations?

Well, actually what European Union and U.S.A have done, U.S.A less and European Union more, is a response to their own requirement of learning languages not even foreign languages. Because they often do not call it foreign languages. Because see, this criteria they do not apply to what they may perceive as foreign languages, because in that case there is not really a possibility of having such an uniform criteria, for example when we talk of the European union criteria of level A1 to C1, C2 whatever, you will not find that being implemented to their learning and teaching of Hindi or Marathi or any such requirements. So the perception is of a particular uses of the languages within the European Union. So it is not that they have really thought of foreign language in that sense. They have thought of a particular society in which people are going from one language community to other language community and then that kind of interchange how is it possible. So in India this has already existed since long. People from Kerala are coming and working in Bengal and vice versa and all this happened without much intervention from the state also they could learn the language. This was not a big issue because perhaps the Indian society has lived in a

multilingual mode since long. So that criteria such criteria which are used in U.S or Europe which actually emphasis always on monolingualism in their thought processes is not required in our situations and I would say that they have not really thought of foreign languages . They have thought of their own language. This has come in other non-European languages also. In Japanese also I have noticed this kind of. But they have thought of particular proficiency level in their own language. They do not certify it as a foreign language. They certify only what is your level in Japanese that you can see. So it was always vis a vis a native. It is not really in terms of a foreign language. So that way I do not think that this can be really unified in terms of a particular criteria or being laid down not one or I mean group of suggestions for evaluating. Because you see the learners are so diverse and in terms of foreign language, the requirements are different and nowadays more and more. So the customization is different in case of each foreign language learner. So there is no really no requirement because as I have just now mentioned in Varanasi, perhaps the students may likely to learn the touristic language because that is their immediate requirement. Some of them at least. In Delhi it may not be so. Because MNC,s are more available. So there is no need of any unified criteria which do not exist even otherwise if you mention European Union, USA and other places because they do not think of foreign languages. They are thinking only of a multilingual society and they think of what they call as the languages evaluation criteria is because that they are in the process of shifting from monolingual mindset to multilingual mindset. In our scenario it is not so. For us it is not so relevant.

Do you perceive any change in the curriculum and Syllabi of the foreign language courses in your career span?

Yes, of course. More and more curriculum and syllabi are responding to this new educational scenario, which I have been talking.

What are those changes that you assess positively?

Well the moment you actually respond to the requirements of people I would assess it positive. However positive is also a problematic term whether it will really be positive in long term because you see, I see that in social scenario the value given to the education itself is getting less and less. So in the long term it may be negative, if you look at it in that aspect of it. Because of even our research and all that they are now more of practical nature and less of the theoretical nature. So immediately of course, it is positive. What it will be in the long term we have to wait and see. It may not be so positive, because we have to somewhere think of some basic research also in some basic fields in terms of foreign languages also and in terms of other fields also. So that is it.

What are those changes that you assess negatively?

Well as I have just now mentioned that since our overall valuation of knowledge itself has become less. So with that I would say that it is negative that we do not want to

understand the culture and civilization and literature and other aspects of politics and so many other aspects of a foreign culture and we want to simply understand or learn the language for our commercial reasons or practical professional reasons. In the absence of an overall understanding with our perspective and this aspect not being emphasized in our curriculum perhaps that is a negative aspect. Because in the long term even if you want to do business we have to understand them thoroughly. Only then our business practices can evolve to suit the requirements so that we can have a better dialogue. So that I expect to be little bit negative.

Could you please share your ideas or suggestions for designing or developing foreign language courses curriculum under the current socio-economic conditions in India. What could be major considerations for you?

First of all we have to respond to the requirements to educational scenario and no doubt about it. And at the same time do not relegate all the traditional values also. As much as we can incorporate, giving importance to the learning pleasure itself and understanding the culture more and more. So that should be emphasized more and more because I see as much as we accommodate because nowadays we emphasize more on the professional requirements and less on the other learning pleasures and also having a cultural dialogue with the foreign culture with which we are interacting. So that aspect has been less and less emphasized in present times which should be integrated in the syllabi as much as possible. Of course we have to always respond to the immediate requirement and then think of the long term perspective also.

Thank you very much Sir.

Interview 20

Date	8/02/2017
Venue	Office of the Teacher at BPSMV
Duration	39.45 Minutes

I am doing a PhD research on "Impact of globalization and IT enabled services industry on Teaching and learning of Foreign Languages in India" at Centre for German Studies, JNU Delhi. This interview is a part of the research and I need your consent to record it for the research purposes. Is it O.K?
Yes.

Could you please share when you started your teaching?
I started 10 years back.

Why did you teach foreign languages?
That is where my interest was; that is what I studied and I always wanted to be a teacher. Therefore I am a foreign language teacher.

What are the courses that you have taught in your career span as language teacher?
Well. I started with crash course. Then also certainly in the university level I taught COP, DOP, ADOP, and compulsory course in bachelors' level and yes, some optional courses in Masters Level.

Could you please share about those things that you liked in foreign language teaching?
Foreign language teaching it is always about....what I like is that it is always about innovation. It is never a set pattern to teach because from batch to batch about the.... it depends on the kind of students that we receive. If students are receptive, then there is one kind of ....one semester would be different from the other one a change. So, that is what I like about this teaching foreign language

What are those things that disappointed you in foreign language teaching?
What really disappointed me is that when I try my best and the receiving end does not respond. That is very..... that used to be but now the scenario has changed but if it happens, that is really a botheration for teacher.

Do you think that the language teaching practices have changed in last 25 years or in your career span?
Of course, in last 25 years, it has completely changed. It is no more in grammar teaching method. It is more of communication that we..... give importance upon. It is also changes, it is also the focus, now, it is the students they are less of hobby.... they take it less as a hobby class rather than it is more their add-on courses for their careers. So they are more careers oriented. So, they are more focused students.

What are the reasons for those changes?
Reasons for those changes is yes, the reason for the changes is that the changing world around us, the booming sectors that are connected to technology - specially IT, and also this internet and the technology savvy new generation, that is the young generation, they create their own demand and that changes everything. That creates an impact on every sector including this foreign language teaching.

How do you assess current employment opportunities for foreign language learners?
It is.....it is pretty good. It is....it was never dull. But now, it is good in the sense it is more focused. Because earlier, there were mostly preconceived ideas that foreign language means one person can be a tourist guide or may be in the hotel industry, but now there are several paths that have opened towards the job. Getting job it can be in the tourism also there are sectors, like medical tourism. There are also sectors like pleasure tourism and also there are many other sectors. So it is not only these days it is not only concentrated upon the embassy jobs or translators or the tourist guides, barely a guide. There are also technicians who need the foreign language and it is the need of the hour. So, if they have not learnt, it is difficult for the technicians to get their job.

Do you perceive any changes in the employment pattern for foreign language learners in your career span as a language teacher?
Sorry I didn't get the question?

You perceive any changes in the employment pattern, the employment before and the employment nowadays is there any change in the pattern of employment opportunities?
Opportunities yes. I have mentioned. Earlier, it was very preconceived ideas they had like if you are learning a foreign language French, may be you will be a tourist guide or a translator may be you are..... probably if you are very lucky enough and you have a good knowledge of English then you can be an interpreter. But that is also not a everyone can do. Not everyone can go in the government sector. But now the perception has changed a lot, because of the changing scenario. Changing.... the Globalisation also made an impact upon this. There are lot of changes and positive changes towards these opportunities.

What are the reasons for such a change?
Reasons for these changes, I already mentioned that this is globalisation that impacted, given an impact, very serious impact, on every sector and those sectors now demand is not that uniquely having technical knowledge, it is also along with many other things. You need to have soft skills, you need to have at least the basic people management skills and also at the same time, to have knowledge of a foreign language, otherwise, you can't deal with the clients. Now it is the clients are not

local, not regional, it is international. So they have to deal with the globe. These are the factors that changed.

Do you think that market demand for foreign language experts have influenced the motivation of the foreign language learners?
Market demand? Yes, of course. It not only motivated. It is more than motivation. It has created a new crowd that are coming to learn foreign languages. Like earlier, we could not probably 10 years back or when I started to teach in small schools the kids, I could not have thought of that even institutions like YMCA or Alliance Française they can have engineers, doctors as their students, very few they were. They were only those doctors, engineers who aspired to go abroad, or settle abroad, may be in Canada. So all of them were like the future immigrants they were considered to be. But now the changing scenario has created a new crowd. They want add-on courses. They want more knowledge. Now, apart from their technical knowledge, apart from their computer languages, they want the foreign language, to know it better, to know it in any other country. Now, everyone knows that only with English, they cannot travel the globe.

Do you perceive any changes in the learners' motivation among foreign language learners to learn a foreign language in your career span as language teacher?
Sorry it is little complicated.

It is about the changes in the learners' motivation....
It is there among foreign language learners, it is there. It is certainly there.

Also you observe the changes
But how it is related to my career span of foreign language teacher?

In your career span do you observe the changes?
Of course yes. Yes. I mentioned.

What are the reasons for such a change in the motivation among the foreign language learners?
The same again. The globalisation. Now it is almost like a global village. We are living in a global village. We can.....we can connect to anyone. We can connect to anything. So, this globalisation created this change.

Do you perceive any change in learning expectations of the foreign language learners in your career span as a language teacher?
Leaning expectations..... it depends from the.....it depends from yes, certainly learning expectation has changed. Now they want to know, they want to speak. They are proactive than the previous students. This pro-activeness came because of this demand in the market. And this also there is a change. There is certainly a very

positive change towards the expectations. Now, they want to know, want to be more technical and now, they want less grammar and more technical things.

You want to say they want to apply the language.....
Applied language skills they want.

Do you think that the changes in learning expectations resulted in better learning outcomes?
Not necessarily. For example it depends from one group of students to another group of students. Suppose, if the group has to directly contact the customer, so these group of students they know that they need to learn the communication skill. They need to have that skill. So they are more on communication skill. They at least still want to do only a certain amount of grammar, exercises. They want to practise and apply it in communication. They are more into communication. But the technical students they just want the vocabulary because for them, they need to know which is the part which is the part it is talking about. For them barely they understand the meaning, for them everything is now technology. Now the technical students are very, very what you say subtle you can say. Because they are so proactive to use any kind of technology, they immediately give the words that are found in a translator and they do not bother for the tense. That creates havoc in a mixed group, where a portion of the class does not bother for the tense and how to follow the grammatical rules, there are others, they are good in communication, they want to be good at communication skills. So this has resulted.
Resulted in better.....
In different outcomes. In the same batch, you may have different outcomes.

Do you think that the change in learning expectations of the foreign language learners improved the learning ability of the learner?
Learning ability that depends upon many other things. Learning ability is also their power, their adjusting power, their power of ....their reception. All these together make their learning ability. Exactly if the.....

Learning expectation what the..... has any influence.....
Learning expectation..... it has learning expectation has changed the learning ability....yes, the more expectation, they try more. But it also depends upon their background. The expectation they may have a good expectation. They may know that these are the opportunities. But they may not reach up to that because of their receptability at the time they come to the university level so, they already have a backlog of their school experience. So, their receptivity may be less so ability may be less. But expectation that create a certain kind of ability because they try. They try and try and try harder.

Which are the textbooks that are used to teach foreign languages in your career span as a language teacher? Did the textbooks change in your career span?

Every time it changes, almost every year. Earlier, it used to be that at least in three semesters, once this textbook changed. But now it is almost in every year, in every two semesters. Because from one batch to batch it depends. So, every time there cannot be a fixed textbook specially not for French because the students they are... they do not want to get the textbooks. So there has to be some other way of teaching them. And If they want to buy the textbook, the teacher has to be concerned, that the teacher has to follow the textbook. There may be also cases where in another different textbook, one particular item or particular topic has been dealt with thoroughly, in a very nice manner, may not be in this particular book but this is the prescribed text book. So there is a problem. There we face the problem of time with such mixed teaching methodologies. But yes, the textbooks, it has changed a lot. Even the textbooks pattern of writing textbook pattern has also changed.

What are the criteria that involved in choosing a textbook for a course? What are the reasons for choosing a Textbook for a specific course?

Reason is that the same their goal, what they want to learn, their goals. Suppose, a normal textbook cannot be given to a hotel management student. Those who are focused students those who are.....those who have the very fixed expectations or yes, so.....it depends upon goal of the batch, goal of the students.

Depends upon the nature of the batch is the reason for using a different textbook? Is there any more other criteria that you .....?

No other, I personally do not use any other criteria. I see if it is a literature based students that group I have to teach then I take some books where they have more of extracts of literary items and if it is suppose hotel management or engineering or may be commerce then I take something else where they have more of calculation, more of other terms – varied terms and not literary things because these students technical students, professional students , vocational students their background are much less interested in literature. They may get bored then the crowd thinned down. So that is how I choose the texts.

Do you perceive any change in the methodological orientations of the books that are being selected for specific courses?

Change in methodological orientations .....

The language teaching methodologies.....

Yes, certainly it has changed a lot. But more than that, I would like to say that these particular books that are for particular courses, it has less revolution than overall normal..... general textbooks. General textbooks, these days, incorporate many other things. It incorporates little bit of literature, little bit of technology, little bit of management, everything together little bit of also social awareness. So all these together makes the normal general textbooks better. In that way, in this rapidity, the vocational courses textbooks, it did not develop or evolved.

Are you able to formulate what is the teaching methodology that underlining those general textbooks you are mentioning? Are you able to formulate it which teaching methodology that is there visualizing through the textbooks contents?

It is always that communication based. And that the free flow of using a language.

O.k., language use is more important in those textbooks, the textbooks that you are using now.

Language use means..... you have to use the language.

Language use in the sense that the different events....

Yes, in different contexts.

That means you say that communicative language use.....?

Yes, yes, certainly.

So the previous books that..... you are already mentioning that the books are changing in time. So the current books that you are saying that there is a communicative language use?

Yes always. It is no more that structural. It is no more that only visual or audio-visual or like that. They are more on communication, context. The matter, matter matters.

Do you perceive any change in the teaching methodology followed by you in your career span as a language teacher?

Teaching methodology? Yes, it has.....actually it has varied from places to places. The places I have taught and the kind of crowd that I have taught. So, in a city, it was very different. In a city, any simple example also, students can pick up very easily and can associate. Now in rural background, what happens that, first as a language teacher also, first need to teach them how to associate things. Because, French especially French is a language where you have to.... you can associate with your previous backlog of your language or the languages you already know, for example, your English, your local language, you may associate it with. And that is how you may build up your vocabulary. So there yes it is. And as per the communication there also the methodology changed. Because a city dweller can very easily communicate, because they are very they are vocal, they are out-spoken but rural background that makes a difference. There in rural background the students have to be, they have to be rather forced to speak. Given a context or given a situation does not suffice. They have to be ready mentally ready. So that preparation, takes another..... is the part of my teaching methodology and that is the time when I prepare them mentally they also build up the same time with the vocabulary, with the grammar and then when slowly, they have to be introduced to a situation and communication context where they can communicate where they can think o.k., "suppose I am this, I am doing this". If I am taking an appointment with doctor, then what else I can say, that I do not always have

to follow the grammatical rules, it can also be said well thank you and it's over. It is one need not to repeat like written question and answer. One need not repeat the question and give the answer

So you are saying that there is a change in teaching methodology depends upon the groups and locations?

Yes.

What are the reasons for such a change? Could you explain it little bit elaborately? You are seeing that there are changes in teaching methodologies and what are in your opinion the reasons in which cause this change?

It is again the group, the demand, the expectations that one has to adapt to it. So, that the methodologies change.

Do you perceive any change in relevance and use of media for foreign language courses in your career span?

Relevance yes, definitely relevance is very much there.

Change in relevance?

Change in relevance of using Media.....

Change in relevance and use of media, which are the media that are used, which media are using now, what relevance they are having, some have lost their relevance, some improved their relevance ....?

Lost exactly not. But the priority level it has gone down. Like journalism, it has gone down. Now the crowd or the students..... they are keen on reading on screen.

Media in the sense that different teaching aids that you use....

Yes, for example if a cutting or newspaper cutting, or a piece of newspaper you give them they are less interested. They are more interested if you give them a picture which is probably on 'whatsapp,' probably on any other media which is virtual or visual media. So that they are more interested. These have gone up and these have taken up in priority. These are the technologies that have come in to the methodology of using media and its relevance. Like now more than internet they can access from the phone from classroom itself. So they may not have laptop for that. They do not need it. They do not even need the tab. Good enough 'smartphones' are good enough for doing that. These have gone more relevance and they have gone into priority.

What are the reasons for such a change?

Reasons for such a change? Change in use of media? That is the common trend. The trend has come into our daily life. Our lifestyle has changed. Therefore, the relevance has changed.

You want to say that this trend was not there....

Was not there. Certainly was not there. Even if it is just 4 years back, it was not there. Nobody knew what is 'whatsapp' is all about. They were more e into 'face book'. And had to be and phones are also not very techno-friendly. For Facebook pages would have taken much more time. Now, they can make friend online. If they don't like, they can block. So, they are more techno savvy probably than us also. That has caused the change.

Do you implement the Digital Media for language teaching?

Digital media..... Implementation of digital media in the upper levels of learning, yes. Not at the basic level.

What are the criteria that are involved in your selection of digital Media for language teaching purposes?

Can you give me some options?

Language media for example when you.... video clips when you are using, or when you are using your whatsup things ....also what are the criteria that which comes to your mind.... this I can use in my classroom. What are criteria that you are using it?

In fact, these are the things specially 'whatsapp', it it is 'facebook', all these things they are more used beyond the classroom. Beyond the classroom it is like earlier, we could say, yes this is.... you have to do this you have to memorize this because you do not get the chance to use this language in your Indian context this foreign languages. But now this is not the case, what they do on the very 2nd or 3rd day they make a whatsapp group and in that group if you send something that goes and the teaching goes teaching and learning goes beyond the classroom. So it is not in the classroom context. In the classroom movies, yes video clips only for a certain students like those who are in hotelier, hotel business. For them video clippings yes, otherwise video clippings I do not use. I do not find it I mean I find it doing it in some other way. I use more the criteria goes.....my criteria is that you can use it even after that. Because I am always there. If you are conducting whatsup, if you sending in a group, everyone is getting it. if you are making any mistake, immediately I make a comment. So, the teaching goes beyond the classrooms, 4 walls of the classroom. So, that is my priority.

How do you assess whatsup or other the digital media intervention in improving the learning outcomes?

Improving learning outcomes.....It has its own drawbacks as well. Learning they may be.....they may know how to wish, how to ask, all these. What are the things and but it has its own drawbacks like students what they do they start depending upon all these media, not only media this technologies like translators. Now not only dictionaries they can find on internet, they can also find the translators. Google translator is not

but I mean not sufficient for the students. Students they take out translators where they can give the entire sentence probably from Hindi to French. So these kind of that creates havoc in learning because they are prone to make mistakes. Not only that their learning it gets a deformity in learning. Because they do not know what they are receiving from the internet if that is as per the context right or wrong. At times they make mistakes and most of the times they do make mistakes.

How do you assess the digital Media intervention in relation to improving the learning ability of the learners?

Improving? ..... I think .....It does improve. But before using this digital media beyond the classroom or even within the classroom, - within the classroom, movies and things these are always guided..... guided by the teachers – otherwise it must be having the students must have had the prior knowledge of the language, at least the basics, then they can use it and they may be know, this may go wrong or what we are using go wrong.

Here the idea was of learning ability. Whether the media intervention improves the learning ability of the learner?

Yes. Yes it does. It does.

European Union (CEFR) and U.S.A (ACTFL) have implemented standardized proficiency levels as learning objectives in the foreign language curriculum and syllabi. How do you assess the Indian situation to these kinds of standardizations?

What kind of assessment you are thinking..... I mean..... yes A1, A2 B1, B2 .... But in Indian context what kind of assessment I shall do. I mean these are good. It is really needed because then the students also know that they have reached this level and we are not really..... they may not have a..... they may not have a hinge in their mind that they are from rural background, they are from urban background, they are from some remote colleges. So, this standardization it is really good. In Indian context I think it is really the best way to judge.

The thing is that the India has any standardization in foreign languages?

India doesn't have. The Europe that we follow and that we conduct.

So you want to say it is good actually the practice is good. You are also saying that as India is not having this kind of standardizations one of these standardizations helps us.

In foreign languages. In foreign languages how India can make standardization in foreign language because to standardize something you need the native for the language you need the native speaker. So, if European framework, if they have setup...set something how.....you mean to say that India must takeover.

No, I am not saying that. I was asking your opinion? What you were saying to me that these kinds of proficiency standardizations are good. It gives the students the understandings where they reached.... that was one of the objectives that you have said and at the same time we come to the conclusion that India does not have anything of this standardisations. So, therefore do you mean that we can use the European Framework or American standardizations in India? Or should we go for Indian standardizations of proficiency levels.

America does not have any standardisations for foreign languages. Does it have?

ACTFL.....American Council for Teaching Foreign Languages, they have elementary level, advanced level like that they have.

If they have I think that is to reach university for certain purposes.

No, this is about proficiency levels.....

Proficiency levels they set for themselves. India may have but I am not really thought about it.

Do you perceive any change in the curriculum and Syllabi of the foreign language courses in your career span?

Curriculum and syllabi a lot. A lot of change there.

Could you please elaborate it?

Curriculum and syllabi, earlier, it used to be just to give them knowledge, but now it is more than the knowledge of the language and the certain topics to cover. It is more than that. It is like giving them certain skills. That is included in syllabi. It is not learning something from the textbook. It is also to be able to produce it. Every syllabus it makes sure that all the 4.....all the four... this written, comprehension, expression....this four components are equally distributed and given equally importance through syllabus.

What are those changes that you assess positively?

Positively that yes, we are giving more importance on the outcome and not on the theoretical matter....the theoretical they have learnt and they know how to make a negative sentence or frame a sentence and then they are getting a certificate. More than that much more than that. It is producing comprehension and production, both are given oral and written and it is given equal importance.

What are those changes that you assess negatively?

Negatively.....I cannot say anything negative, not necessarily. I did not see anything. If we have reduced our components of literature or the extracts of literary items, literary extracts that is because it was needed. That is because that we have to

incorporate in our classrooms the other group of students. Accordingly we have to design the syllabi. So I do not see the negativity.

Could you please elaborate what are the reasons for those changes?

Again the globalization comes. Globalization impacted upon the sectors, job opportunities, the change in job opportunities, or more opportunities, more jobs, creating new sectors, it has created new crowd. Those crowds came to us because it needed the foreign languages. Viewing their need we had to also make these changes in syllabi.

Could you please share your ideas or suggestions for designing or developing foreign language courses curriculum under the current socio-economic conditions in India? What could be the major considerations for you?

Major considerations.....

For designing curriculum and syllabi under socio-economic conditions of India.... the present Indian situations.....

I really have not thought about it. I cannot give much of it under this context designing syllabi.

Also ....could you please analyse the socio- economic situations of India, is it the same ten years before, 20 years before?

No it is not. It is certainly not.

Where are the changes you perceive?

Now probably you can say little bit of women empowerment and the more employability that we have in women, it is we are more.....the male female ratio is almost equally out-going, given a chance, they can compete with each other neck to neck. That and they both are equally equipped to earn to compete, to go to outer world the corporate world.

So, this represents the socio-economic conditions of current India, which was not the condition 20, 30 years before. So how this situation impact or should we take into consideration of this situation also in our curriculum and syllabi designing?

Of course. We do consider these things. If it is not there then it becomes very....and the syllabus also it becomes very boring. Not only the boring it is very difficult to adjust with the crowd and its expectations and the syllabus that we have to finish. So it is always there. As per the expectations, we incorporate new textbooks. As per the expectations and the demand of the market we design it that way I mean whether the translation shall be or one paper of grammar and the rest of things on social even the oral comprehension and both the components also reflects all these. That is the demand of the market. The expectation of the students so accordingly we also have to

prepare them to speak. We have to prepare them for their interviews. All these things are also included in the curriculum.

Therefore you are stressing on the market component.... the market aspect of the..... Do you mean that the market aspect was not so strong in the earlier times? And you see that the market aspect also has to be ..... do you mean we should consider that aspect more seriously when we design our language curriculum.....

Of course, yes. If we have to survive in this socio-economic, we cannot go back...we cannot be backdated, if we are backdated then the students will not come to us, the students will take more of media to learn. That is also another possibility. So, to survive in these socio-economic conditions we need to change accordingly.

Thank you very much.

Interview 21

Date	7/03/2017
Venue	Office of the Teacher at JNU
Duration	27.06 Minutes

I am doing a PhD research on "Impact of globalization and IT enabled services industry on Teaching and learning of Foreign Languages in India" at Centre for German Studies, JNU Delhi. This interview is a part of the research and I need your consent to record it for the research purposes. Is it O.K?
It is O.K.

Could you please share when you started your teaching?
I started my teaching after I came back from Soviet Union in 1980.

Why did you teach foreign languages?
Because I was an expert in Russian so that I know Russian language, literature and I have done graduation and masters and I like to, I love teaching.

What are the courses that you have taught in your career span as language teacher?
I have taught grammar, literature, culture then language and thought and in language I have taught different aspects like phonetics, like translation courses and contrastive grammar. So all what is related to language.

Could you please share about those things that you liked in foreign language teaching?
Like I can speak about Russian that is I very fond of reading and when I started reading books on literature and like giants Tolstoy, or Testevesky, so I was reading in English. But I wanted to read these works in their native language and it has a made difference. Because in translation you do not get that originality of what the writer is trying to say. So that is why you know that my love for literature has motivated me to learn Russian language.

What are those things that disappointed you in foreign language teaching?
When students do not you know, when the students are careless, you come to the class fully prepared and really want to share many things with students, you want to give them new ideas, new vocabulary and you see the casual attitude of the students and when they miss classes, that is something ya, disheartening.

Do you think that the language teaching practices have changed in last 25 years or in your career span?
Language is a going phenomenon. So language keeps changing. So is the teaching methodology. When I was a student there was no internet, there was you know, all we

have to, no computers. So this information technology has the, it has revolutionised so the teaching also and knowledge also. So it keeps changing. Even from you know from year to year new words keep coming in the language. Some words which we were using in Russian language, now they are not used anymore. First of all the change in the system, from communism to market economy and one reason is this and there is, because of the globalization, there are so many foreign words which are being included in the vocabulary of the language. In one way it is not good for the language because it spoils the grammar on the other hand if you say, for knowledge one can compromise that you get new words and the other thing is that the language of the SMS and short form of the words that is also spoiling the language, that is also concern of the linguists all over the world that you know that the proper grammar is not being used.

Could you elaborate the reasons for those changes?
That is you know, that is so much of information. Like with the information technology, you... with Skype and with internet and with like whatsup and e-mails, so there is so much of vast ocean of knowledge and may be you know, everybody is in a hurry to grasp more and they want to convey in short forms, may be that is the reason. And earlier these facilities were not there, cell phone, mobiles, and internet. So, what you had to write, you know as students we used to write properly in proper forms because it was all handwritten or typewriters. But now with the computers and with SMS and all these Whatsup, Skype, maybe it is accepted now, that is why.

How do you assess current employment opportunities for foreign language learners?
I know about Russian. Because I do not know about other languages, Soviet Union was one country and Russian language was the language of the Eastern Europe. So, after the disintegration of the Soviet Union all the 15 states have been converted into 15 countries. And earlier the laws were very strict. Everybody could not enter the country. But now there are more opportunities and with the there are vaster fields of employments and I think if a student is having good knowledge and the student is good with good phonetics, good knowledge you know, then there is like, there is no dearth of employment and there are you know translations, there are pharmaceutical companies, they are hiring students. And if student is good and you know they come in teaching, and they come in these exams you know, IAS and IFS and many of our students are today ambassadors of different countries. And they some of them are very good translators also. So, I think employment opportunities have increased as far as Russian is concerned.

Do you perceive any changes in the employment pattern for foreign language learners in your career span as a language teacher? So, when you join as a teacher and how it looks like now? Does it change?
Now there are more experts, more students with the increase in the population also. So of course, more universities now there are, Russian is taught in private universities, Russian is taught in schools also. Earlier they were few schools you know they were

teaching Russian language and there are jobs in Navy, in Air Force and I think it has increased.

What are the reasons for such a change?
See, it is not just a stagnation that we are at one point and like our country has progressed a lot. If you remember your childhood may be, or my childhood, there is a progress everywhere. So with the progress in one's life, language also progresses. So, like and there are more companies and trade is open now like people can have their business, their trade with these countries. Earlier it was not permitted. So they are employing people.

How does it reflect, this change in the employment pattern, how does it reflect in the classrooms/ your strategies?
Classrooms, how does it reflect? See, students there are always you know, good students, average and mediocre students. But sometimes students are missing for days and we get to know that he was working as a guide with some tourists or he was working as a translator or he was working at Pragatimaidan. So that way it is not good. Because then the student is then not paying attention to the you know, to his studies. And like you know everywhere category of students the quality of students has also changed. But some students are always serious, some students are always very regular, and they grasp language very well.

Do you think that market demand for foreign language experts have influenced the motivation of the foreign language learners?
I think, it has motivated and when a student knows that he can work as a tourist guide or as a translator or as a teacher and or he can work with some pharmaceuticals or he can start his own business, her or his own business so I think it has increased. Because now, students they know, that it is the language of, still it is understood in Eastern Europe and in these 15 countries. If he is an entrepreneur, if he wants to start some business, he has the opening.

Do you perceive any changes in the learners' motivation among foreign language learners to learn a foreign language in your career span as language teacher?
I do not think so. Because I have, as I told you that there are always good students, there are always students who miss classes, only the number has increased, like number of students has increased and now in JNU also like there is so many centres. So sometimes you know, our students after graduation they go to other centres, they join other centres. And you cannot say that what....what was there in 20 years back there. There is a change, gradual change.

What are the reasons for such a change?
This is change in the system that India is also changing and even Russia is changing. So, everything changes, society changes according to the, you know like it is no more

a communist economy, it is a market economy. In India also our economy is changing. So, that is the reason. This is just supply and demand formula.

Do you perceive any change in learning expectations of the foreign language learners in your career span as a language teacher?
Yes, they do. They want to know the language of the business. They want to know the language of the media. So they do not expect, we teachers, we have to see what is needed like we have redesigned our syllabus in CRS, what was taught 30 years back, so we have changed that. Because of the change of the time we teach subjects you know what subjects are needed now. So, we have added, we have like you know, we have changed our syllabus.

Do you think that the changes in learning expectations resulted in better learning outcomes?
It does because we, now the students they are well informed. And like you can have your dictionaries on your mobile and students are well informed. Like they can with the, like with the internet you know, if some topic is given to them and they are and they can consult if they want to. Some good students they do. Like they are not dependant only on few books or what are the books in the library and now there is facility of e- library also. So the knowledge is with the globalization, I think the knowledge is, like if somebody wants, so you know can have access to all these materials.

Do you think that the changes in learning expectations of the foreign language learners improved the learning ability of the learners?
It does because earlier we had a language lab. But now there are many assistive devices with the help of you know like even on the internet if there is a pronunciation of some particular word can be learned. There are e-lessons also. So, expectation is also like I cannot say about the expectations of the students, because we do not have that sort of a system but their questioning and from there we can make out that they are well informed. If they really want to and you know with all these information technology has given them vast knowledge.

Which are the textbooks that are used to teach foreign languages in your career span as a language teacher? Did the textbooks change?
Yes, because like you know with the change of the system, in most of the books were the topics were different. Now the topics are different. So books have changed.

What are the criteria involved in choosing a textbook for a course? What are the reasons for choosing a Textbook for a specific course?

Book should be like well written, it should be… student should be able to understand and you know, it should not have, carry mistakes and it should give good

communicative skills to the student. And it should be like you know like what is relevant now. It should be according to the relevant topics.

Do you perceive any change in the methodological orientations of the books that are being selected for specific courses?

There is, there is change. Like now we have assistive devices like multimedia, we have floppies with the books and we can project. So it has changed.

Do you perceive any change in the teaching methodology followed by you in your career span as a language teacher?

Ya, earlier we never used to use all these slides or computers. Now we, in fact you know, we can use computers, we can use different devices. It has changed.

What are the reasons for such a change?

The change of the time. Earlier we did not have these equipments, we did not have laptops, even when the computers came, and the computer is used only you know, in the house not in our offices. Now we have the access to all these devices and so and all these Skype and even videoconferencing. You know we, sometimes we can connect with foreign universities and the students they can listen to the native speakers. So, with the technology with the progress in the technology it has changed.

Do you perceive any change in relevance and use of media for foreign language courses in your career span?

It is very useful, and like especially when it comes to phonetics. So, even you know the student can learn how to pronounce sound properly. And in literature also. And otherwise also people can compare like students can consult different authors, students can consult the different books so it has, it is very, very important.

The question was whether do you perceive any change in relevance and use of media for foreign language courses in your career span?

Yes, I have.

What are the reasons for such a change?

Because it makes the learning easier and it gives them audio visual the perspective and like I told you that we connect on Skype, we can connect with different people, we can connect with native learners. So, it has given them a good exposure.

Do you implement the Digital Media for language teaching?

Digital media, yes, so sort of these slides. Slides, I use slides sometimes. Sometimes I use laptop. Like I do.

What are the criteria that are involved in your selection of digital Media for teaching?

Because it makes the teaching interesting. And it makes also the students can understand and they remain very, very alert in the class. So that is you know, just to the learning becomes easier.

How do you assess the digital media intervention in improving the learning outcomes?

It does improve. When a student is listening the native speaker it helps. So you know, we use slides, we use…so with the help of audio visual, it helps the students. And when we like on Skype, there is a native speaker it helps them, you know, how a native speaker is speaking the language. We may be knowing the Russian language very well, but there is you know, a difference when a native speaker speaks and here we have the Indian accent but how a Russian is speaking properly that makes a difference.

How do you assess the digital Media intervention in relation to improving the learning ability of the learners?

I think it is repeating this question.

It is about the learning ability, how does it improve the learning ability?

It helps, it helps.

European Union (CEFR) and U.S.A (ACTFL) have implemented standardized proficiency levels as learning objectives in the foreign language curriculum and syllabi. How do you assess the Indian situation to these kinds of standardizations?

I think like in Russia also they have implemented a sort of that Tofel type? Tofel test type.

That is the, that is the Tofel is a test of English as foreign languages.

Right. This sort of test you are talking about?

I am speaking about the guidelines, European Union guidelines. CEFR, Common European Framework.

So, I have not heard about it.

Are you for standardization in India or

I do not think so, because in India we have one problem that like there are so many languages spoken right? And like Gujrati, Marathi, and every person has a different accent. Even if you know, they speak English, they will speak English differently. Same is with Russian. So, I think it will be very difficult, if it is implemented. And

even the handwriting is so different. If you see Russian in writing they all write, almost their handwriting is so similar, because from their childhood they are taught to write properly. But in India you will find handwriting you know, somebody is writing like that and very different, different. So standardization will be very difficult. And we have different accent, we have different way of writing, we have difference in writing, so it may be different.

Do you perceive any change in the curriculum and Syllabi of the foreign language courses in your career span?

Like when I started teaching we had different books. So gradually there has been a change. And the change will continue, will continue you know what the demand of the learner is and where new devices coming and like earlier we did not have Skype, we did not have videoconferencing. So may be in future there are more such sort of.

What are those changes that you assess positively?

I think this videoconferencing is very useful. Sometimes you know there are webinars and sometimes there are discussions and students need not to visit the country but you know sitting here that is something very important and very useful. Similarly Skype is very useful for teaching purpose. And all these, internet is also very useful. Like you know, you get so many information, you get mails, information.

What are those changes that you assess negatively?

This short form of the language, like you know SMS language that is a worry. Because another thing is that when we use to study the emphasis was on right spelling. Now I think the students, they do not worry about the spellings because there are spell checks. So this is something you know, which is a negative point. When the language is not used properly, it is used in short form, and when the word is not written properly and the spellings are always you know, they do not have to learn the spellings. This is what.

Could you please share your ideas or suggestions for designing or developing foreign language courses curriculum under the current socio-economic conditions in India. What could be major considerations for you?

Like it should be accessible to all the students, like it should not be very expensive. And like laptop is not a luxury now and internet it should be accessible to all the students like it is not only in the library but I think it should be with the students.

The question was… when we design courses…. curriculum for a course and when we consider the current socio- economic conditions in India, and if we are designing a programme now, it will be suitable for the students of this time. And they have the socio-economic conditions of today. So when we design it what could be our major considerations?

So, it should be like if we are designing a course that from time to time, may be after every two years, may be after every three years, it should be reviewed, it should changed according to the needs.

Thank you very much Madam.

Interview 22

Date	24/02/2017
Venue	Office of the Teacher at DU
Duration	27.37 Minutes

I am doing a PhD research on "Impact of globalization and IT enabled services industry on Teaching and learning of Foreign Languages in India" at Centre for German Studies, JNU Delhi. This interview is a part of the research and I need your consent to record it for the research purposes. Is it O.K?
Yes, that is fine.

Could you please share when you started your teaching?
I actually started teaching in 1980, that time in JNU, we were teaching the naval courses, the officer courses, short term courses three months and then finally I started teaching in Delhi University in 81 and then as an adhoc teacher then permanent teaching I have started in Delhi University only in 1989.

Why did you teach foreign languages?
Well, I had qualified. I had a qualified degree of masters five years course from JNU and of course, with this course I could have gone into fields, I could have also done the translations you know, jobs and all but my idea was always teaching because for this reason I moved into research also in the field of literature and I wanted to be a teacher.

What are the courses that you have taught in your career span as language teacher?
To begin with I started with teaching part time courses in Delhi University, as I told you short time courses in JNU and then part time courses in Delhi University, but form 1988 I have taught the literature courses at the level of masters, then I moved on the level of to M.Phil and now I am doing PhD literature courses.

Could you please share about those things that you liked in foreign language teaching?
Foreign language teaching is that what I actually like is that when you start in the beginner's level you have the students who you can actually you get them as raw material, totally raw material and a lot more you can do in terms of you know, shaping the minds of the youngsters at this level. I think that is what I enjoyed because the moment you say o.k., that I am going to take grammar classes and you have to start from abcd immediately the students turn into small kids, o.k., you know. So there is a chance of actually reshaping their minds I think, that is what I actually used to enjoy and today also I really enjoy that I am able to... I am able to along with my students you know, I have managed to evolve along with my students, because the kind of questions they put, because there are many things which they have not got at the time of their learning process in the schools and the universities also. But as

foreign language teachers especially of Russian literature I have been able to talk about many issues, slavery, serfdom, Russian revolution. So specifically, I have been able to talk about these things patriarchy, I mean, on which all these issues you know, emancipation of women. So, these things which were able to bring into my teaching, primarily because of being a foreign language teacher.

What are those things that disappointed you in foreign language teaching?
I mean, not in the teaching as such, nothing has been really disappointing because not even one day I regret teaching Russian literature to my students but what has... what has disappointed me is the attitude, the way foreign language teaching is actually looked upon and the way it is treated with other subjects, you know, like in Delhi University, you see the B.Com is the most favourite kind of you know, courses and nobody pays attention to the fact that the Russian literature can be something very interesting for the students you know. So, I mean the attitude of the...of the ...you know, I can say the university, how they perceive foreign language teaching, what do they attach, what kind of meaning they attach to foreign languages, that is disappointing but not the teaching as such.

Do you think that the language teaching practices have changed in last 25 years or in your career span?
Ya, yes of course. Lot of changes have taken place. As you see the methodologies of teaching have... it has changed. Of course, that has been primarily being guided by the fact that the courses the language, the attitude and how the language has to be used further by the students in their lives and what are they going to do with that , that learning of language, that has changed. If earlier we were, we were primarily focusing on teachers, developing a teaching cadre, now that has taken a back foot. Because I remember when we used to tell and we were also told in JNU, if you want to go to teaching you know, it is better you do the literature. So most of the students would go into Russian literature because we were all wanting to become teachers. Since then lot of things have changed. Now it is like more we are preparing students for call centres and those students who are learning language just to be a call centre participant they are not interested in the high philosophy of the Deyedevsky and Tolstoy. You know, they want things to be faster, that probably the change that I have seen.

What are the reasons for those changes?
The changes of course, as I told you, the changes are very many. I mean, see, the reasons is like for example the jobs are different now. I mean the call centre is a very new phenomenon. What have they got to do with the Russian literature and work in a call centre? So, it is more, the whole orientation has changed. The job market has changed and certainly job market and job market is certainly making lot of demands on the changed curricula in the universities.

How do you assess current employment opportunities for foreign language learners?

I cannot assess that you know, in general because that keeps changing. The market will keep changing. For example today Korean is very important, yesterday Chinese was very important, tomorrow Japanese may become important depending on the....depending on the ....on the economics of it o.k.,. There was a time when the Russian was very important in this country because of the relationship we had. Now Russian is not so important because that there is no business and there is more, I mean lot of things happening you know, with Chinese, the Korean so these two languages have become. So how do we assess languages opportunities?

In general foreign languages....
In general of course, foreign language does give the students an edge. It does give an edge to them in the market. And especially when students you know, the way they are travelling, the way the students are travelling all over the world, there of course foreign language is very essential. If they do ...they generally do courses I mean, someone is going to study architecture and they have to go to Germany, then you better know German language. You know, those kinds of edge is always there in foreign languages.

Do you perceive any changes in the employment pattern for foreign language learners in your career span as a language teacher?
Ya, earlier the emphasis was on teaching in universities. Now the universities are not employing people as you know, Delhi University has so many adhoc, people are not being employed. That is...that is surely is coming down. Rather than opening more foreign language centres, we are closing down the centres. So, students, because more students are running towards the BPOs and all so, depending on the way the business is coming. So that change has definitely taken place.

What are the reasons for such a change?
The change is definitely economics has taken over everything. Humanities have gone down you know. So, who is interested in sitting and you know, dreaming? There should be incentives, the economics have taken over sadly it has taken over everything.

How does it reflect in the classrooms/ your strategies?
Yes, it is very big problem in the classroom because the students you know, they I mean, they probably do not want to invest as much you know, emotionally in the course. Emotionally they do not want to invest so much because they also feel that they want to get out, finish this and want to get out and get into the job market as sooner the better. Some of the students are just do our intensive course and they are getting a job. Oh I am getting a job, let me finish this and get out. You know, nobody is interested in long term investment in education as such you know, in general.

Because of these changes any teaching strategies from your side you made?
Luckily because I do take literature classes and I do from MA onwards and I teach literature, so, luckily I mean, I do not have to be, and I get lot of PhD students also, I have lot of research so, I do not have to. But otherwise, yes, at the level, at the general level in the department we also at that time, you know, in the end of the nineties we also introduced short term courses you know, we can have these officers from Navy coming and give them some capsule courses you know, some modules or some you know, people some business people who want to do something and go and come back. So, definitely these kinds of strategies you have to employ because so that you know, the language has the employability. Ultimately we do also understand that yes there are lot of pressures on the younger generation, the language should also have its employability factor, is an important factor.

Do you think that market demand for foreign language experts have influenced the motivation of the foreign language learners?
Definitely it has changed because we do, I remember when I was the HOD, lot of people would come and say oh, we want a polish expert. Now why do they want a Polish Expert, because there is no much Polish, but there were lots of business people who got into.... into printing business with Polish people. So everybody wanted a polish expert. So, that is how the things do change.

Do you perceive any changes in the learners' motivation among foreign language learners to learn a foreign language in your career span as language teacher also previous how the motivation was and how now the motivation is?
Ya, motivation has definitely changed. You know, because as I told earlier also, then earlier the people, the students they were more also inclined and they also wanted to get into the teaching jobs. Now they know that the teaching jobs are like coming to an end and they do not see much career into it because they are not there in any case. So, other things like you know...you know working for business people, working in the call centres, you know that has really changed the motivation also.

Teaching strategies in relation to market demand?
Not really, as I have told you, not at the level of masters and beyond but at the level of lower courses yes. Strategies we do change but that is in the part time level not at the full time level. There we do not make much compromises in terms of strategies.

Do you perceive any change in learning expectations of the foreign language learners in your career span as a language teacher?
Ya, I mean if earlier...earlier it was part time courses, short term courses were basically government sponsored you know, for officials, navy personnel, and defence personnel. But now these courses have to be also run for people who are like you know, there all set of business people want today having business with Koreans, tomorrow they will.., yesterday they were having with Chinese ya. So these courses you know these courses have to be done I mean, you may suddenly get certain you

know, there is a lot of demand for Russian, you know where? in medical tourism. You know, you have lot of patients are coming. We send lot of students to Medanta and other hospitals because there are lot of patients are coming from Central Asian countries. They all speak Russian. They all speak Russian and lot of patients and for that so we introduce at the part time level. So, we put in you know vocabulary at least at the level of vocabulary you know, those kinds of changes we also introduce, because there is a change, there is a demand, different kind of demand which is there. That is only for at the beginners' level that those changes are made.

Do you think that the changes in learning expectations resulted in better learning outcomes?
Changes resulting in better learning outcomes?

Learning expectations as you say they want to have this thing, their expectations.
It does not have any impact on learning outcomes as such.

Do you think that the changes in learning expectations of the foreign language learners improved the learning ability of the learners?
I do not know, how that is actually linked you know, Yes, I mean to some extent you can say that if somebody is coming with a very specific goal in mind that I have to do this course and I have to get out after three months, then of course yes, there is a point that, o.k., you can say that their motivation is different from the students who just come by chance and they get stuck up with the language and they want to do. They want to do something, so they are doing regular you know, BA. There are lot of students like this just get into it. But the people who come for a short term course they definitely their motivational levels are different because they know that they are doing it for specific purpose and they want to get out of it

Which are the textbooks that are used to teach foreign languages in your career span as a language teacher? Did the textbooks change?
Ya, lot of textbooks of course ya, we have been experimenting with lot many textbooks because in case of Russian the whole reality changed, the whole world changed. So there were lot of ...the earlier textbooks they became soon, they became redundant post fall of Soviet Union. So new textbooks came in because the whole reality has changed. There were lot of textbooks then of course, the new textbooks they had a different accent altogether, the communicative methods of teaching. Earlier there were lot of textbooks I have seen in the beginning of my career which would be based on grammar translation method. But later stages we do see lot of communicative.... based on communicative method but yes, I mean a whole lot to be done because there is no perfect textbook that I have come across so far.

What are the criteria involved in choosing a textbook for a course? What are the reasons for choosing a Textbook for a specific course?

See, they can be many… many criteria could be there. To sum up, first of all we see whether it is conveying the, having the right kind of you know.....right kind of knowledge base is there. Because in case of Russian there is this whole thing of you know, whether the balance you know, between the past and the present, the history outputs, inputs are there properly build it out. And secondly of course the methodology is very important. Thirdly well, I even….when I try to recommend a book I always see certain factors that I always check a textbook what is conveyed also try to see patriarchy is being renegotiated or not. Because patriarchy is very big problem in Russia you know, so, we…at least I check out whether it is being negotiated or whether it is being perpetuated. I am very clear. I also see whether the book is green or not green, how environment friendly it is, so that is being…

Conceptually or actually the design?

The book, no, no, no, the content, what is being conveyed. Because tomorrow if I want to talk to my students, how green your philosophy of life then, I cannot have a text book which talks about against the environment. Yes, all these issues I check out but sadly I mean, all the textbooks I have seen… come across at initial level is so, what is your father do? My father is an engineer and your mother? My mother is just a housewife. So is that not a job? Is your mother not working? No, Madam, my mother is not working. What is she doing? She is just a housewife. So, this is not acceptable to me because that woman is also working. Some work outside the house, some work inside the house. The moment I see this, what I say, I am not going to use this textbook, I am not recommending it. So, these I mean I have this personal criteria.

Do you perceive any change in the methodological orientations of the books that are being selected for specific courses?

Ya, yes but we do not have many courses you know, in Russian basically we do not have. We have the part time courses basically where we see to bridge you know languages to a particular level of ….particular level of grammar is given to the students and by and large ….by and large it is ok, in terms of history, in terms of parameters, so then we have MA there we do not have a textbook. So MA teaching we do without any text book actually.

Now the question was about the teaching methodological orientations initially you mention there is a move from grammar translation method …

Ya, ya , ya …In the initial courses, the beginners courses there…. there is the standard usage of grammar translation method because part time courses there is not much enough time to interact with the students, but we come down to MA and higher

courses there of course definitely the methodology immediately changes there. We like to use the direct method as much as possible.

The textbooks that you are using also have the direct method?

Yes, yes. The textbooks also have the direct method of teaching there.

Do you perceive any change in the teaching methodology followed by you in your career span as a language teacher?

Yes, very many. Initially I was not using any game methods, I am using now. In fact in using them I was very much against that when I used to do my literature class. But today if you have to catch, the span period of the students is very small now. Ya, if you have to catch their attention even when you are teaching literature there you have to be very innovative in the sense that you have to bring in, I have just recorded a lecture for Russian University where I used one story from literature and I …further discussion I did through a game method where I introduced the …we .enacted a court scene where one set of characters the woman who have been you know, left by the father and the grandfather because the woman did not give birth to a boy and then what she gave birth was a child, down syndrome child, a girl and they left her. So I used this court scene you know, where they are accusing the other party and then some of my students came as the prosecutors, some came as you know, the defender you know. So, you have to…you have to of course, keep on…

It is a role play; it is a role play no?

Roles play, yes, role play. We use this method in literature. Though myself have been against it. But I do not want to, you know, there should be lot of discussion.. lot of discussion but I realized that no, you have to catch, and if you have to catch the students, their attention, you have to bring in all these new methodologies coming in and we very successfully we did it .

What are the reasons for such a change?

The reasons as I told you that why I even in literature class also I introduced because I realise that you know, the students you know, they are so you know, actually they are very diverted. They have too many interests. There are too many things happening in their minds and to actually concentrate and to have a very concentrated discussion with them, it was necessary to bring them in and of course, of course, I mean, I feel that you know, the approach to consider the students as empty vessels and I am just putting in you know my inputs....my inputs that is not … that is not advisable. They should become active participants. The fact that they should become active participants and let the class be not where I am sitting at a higher position, let it be more participatory. So that kind of methodological change that I have been introduced for the last 5, 7 years and it is giving very good results. I mean very participatory method of learning that is what one is trying to introduce.

Do you perceive any change in relevance and use of media for foreign language courses in your career span?

What are the reasons for such a change?

Do you implement the Digital Media for language teaching?

Ya, ya.

What are the criteria that are involved in your selection of digital Media for teaching or which are the digital media?

Basically of course, we use the film shows and also some I mean when it comes to language classes then there are lot of computer programmes are there and for basically for teaching literature is actually I use films for example, if the story demands discussion on patriarchy, if it demands discussion on nationalism, if it demands discussion on patriotism, so we bring in related films, added materials so they can see, formulate their ideas, come back to the text and discuss.

How do you assess the digital media intervention in improving the learning outcomes? This question is not about literature students but language students.

Digital media of course I mean I feel do that it can …it can …very immensely enhance the….the ….learning abilities of the students because it actually help them in concentrating you know, and visuals and seeing something and interacting through the digital media it really helps. The students, of course I have seen in my junior classes when they are learning the language it does help them.

European Union (CEFR) and U.S.A (ACTFL) have implemented standardized proficiency levels as learning objectives in the foreign language curriculum and syllabi. How do you assess the Indian situation to these kinds of standardizations?

I have a feeling that we have been trying in Russian that they have this whole, they have been trying. But for the Indian situation, first of all we do not have these very standardized practices, we do not have very standardized infrastructure facilities, so how can you actually introduce those standardization that levels because first of all you have to standardize I mean we did not have same standard from one university to another university, from DU to JNU to Jamia you will not find any standardization in terms of infrastructure also. So it will be, it is actually in Russian we have been trying but it is very difficult. I mean you cannot have one standard because the courses are different. It is just one problem that the courses are different. The infrastructure thing is different. The books are different. You have separate books. You have you know, the teachers, our teachers do not go through any teachers training programmes in universities. That is a biggest handicap I feel. The teachers do not go across, go through any teachers' training in this country. At the school level we have teachers training programmes. We do not have a teachers training programmes. There should be, if you want to have this practice, first you have to have the teachers who are

actually standardized in, certain practices should be standardized. Only then this learning process can be standardized. This is what I feel because at that time I thought my god, I and all my colleagues think so differently and there is no standardized practice. That is where I feel this is probably not possible.

Do you perceive any change in the curriculum and Syllabi of the foreign language courses in your career span?

Curriculum changes of course there have been through out. We have been changing you know, I mean, I think every five years the changes have been done.

What are those changes that you assess positively?

First of all making them, updating the curriculum that is very important and then keeping in view the fact the character of students have changed. Keeping in view the fact that the character of the market, employability has changed, so accordingly the curriculum has been changed. And of course there are other factors for example in Russia for example lot of changes took place. Historical changes that demanded the syllabi should be changed.

What are those changes that you assess negatively?

Not to my mind, none.

Could you please share your ideas or suggestions for designing or developing foreign language courses curriculum under the current socio-economic conditions in India. What could be your major considerations?

See, designing foreign language course, depending you know, I mean, at first you have to look into who is your target. Ya, keeping in view the target; it could be at many levels. O.k., fine there are certain people who simply wanted to do a short term course and get into the market. There are some people who want to invest more time. I think keeping in view the target, and keeping in view the investment the learner is prepared to do. Keeping that in mind I think the curriculum can be very differently, it can be very varied kind of curriculum for different levels of involvement of the learner also you see. I think keeping that so, probably I do not know there can be you know, one set of considerations, there can be various levels of considerations that is what I feel.

So, thank you very much Madam.

Interview 23

Date	7/03/2017
Venue	Office of the Teacher at JNU
Duration	37.19 Minutes

I am doing a PhD research on "Impact of globalization and IT enabled services industry on Teaching and learning of Foreign Languages in India" at Centre for German Studies, JNU Delhi. This interview is a part of the research and I need your consent to record it for the research purposes. Is it O.K?
Yes, it is O.K.

Could you please share when you started your teaching?
Well, I started teaching more than 25 years back. First as a part time teacher, then it is a full time teacher, and now I am permanent faculty at the Centre of Russian Studies at JNU.

Why did you teach foreign languages?
Foreign language was always a passion for me. From school days, especially Russian literature, Russian culture, one was the reason that was the time in 70s, when the Russian impact was lot on India. So, I was wanting to know how foreign languages can be a part of enhancement of social sciences. So it was just interest which pulled me to the foreign language learning.

What are the courses that you have taught in your career span as a foreign language teacher?
Well, courses which of course, as you mentioned here, COP,DOP,ADOP,BA,MA, these are the courses that are taught probably all over India. So, these courses of course I have conducted plus in addition to this I was conducted courses, specialized courses for translation, the translation of the business material at the House of Soviet culture here at Firozshah Road, plus courses which are conducted periodically at BHU, at other universities, at Institutes of Foreign languages at Lodhi estate and as you know, in JNU it is full time course, intensive courses BA, MA, M.Phil, PhD levels, all courses I have conducted.

Could you please share about those things that you liked in foreign language teaching?
See, the first basic thing which attracts a foreign language teaching not only the grasping of the language, but it is along with practical and theory, how they are clubbed together. So, theory is taught through practical experience and through different oral modes like you know music, dance, and theatre. So, that brings very innovative aspect to language teaching.

What are those things that disappointed you in foreign language teaching?
Well, I will not say disappointed but I would just say that since the passage of time and changing times students are more oriented towards job. As soon as they join a foreign language they sort of tend to forget that any social science also if they do, it will not take , since it will take 5 years to do BA, MA and then going for job. But as soon as they come in a foreign language they expect from first year onwards they would be getting some job orientations. So somehow you know pessimism which is coming into the new generation that disappoints me in teaching. Because the outlook of very optimistic probably the generation has changed. That is the difference. But that is lacking in teaching now you know, students are not that motivated as they were at previous times.

Do you think that the language teaching practices have changed in last 25 years or in your career span?
Yes, yes, definitely. Because now with the coming in of technology, the access to the material, as far as since I am a professor in Russian language there has been a drastic change after the perestroika and the breaking up of the Soviet Union. So prior to the 80s period, there was a lot of material, and lot of you can call it either propaganda or help which was coming in from the erstwhile Soviet Union, which stopped completely in comparison to other languages may be like German, Spanish, Japanese, Chinese which are very you know, they get a lot of help from the embassies. So, in those practices it has changed a lot. Now we are bringing in our in-house materials, we are bringing in our computer assisted courses, the technology we are trying to put into teaching from first year. So, changes have come. Why not?

What are the reasons for those changes?
The reasons are there you know that is very obvious. Because first the reason is now as teachers also, we have to, designing of courses; have to be descriptive as well as orientation towards what is the need of the students today. So, we have changed our syllabus. And the syllabus whether it is literature courses, whether it is translation courses, they are more oriented towards business, trade, commerce and contemporary literature and practical Russian teaching also dealing with you know, subjects like transport, vegetables, everyday usage where you know, they can use. From first year onwards they can use it and if they can be employed somewhere, part time jobs they can get. So we are changing the system.

How do you assess current employment opportunities for foreign language learners?
See, the opportunities are vast. I would not say, because I have come from a time of the 70s, so I have seen the growth of the languages especially as far as you see, the Russian is involved, again I would emphasize more on the Russian because the sort of concept is now is that probably in Russian language there is no opportunity now there. But as far as I feel you know, at the national level still Russian is like civil engineering. All government organizations every year there are recruitments in the Russian translations that is the Ministry of Defence, Ministry of External Affairs,

Ministry of Foreign Affairs. These are permanent class one gazetted posts which are there in All India Radio and of course, there are 60 universities all over India which are having you know COP part time courses in the language. So, there is a lot of opportunity. I am very happy to tell you that even our students who have just finished their MA they are getting employment as part time teachers in different places. So opportunities too are coming in.

Do you perceive any changes in the employment pattern for foreign language learners in your career span as a language teacher? How it was those days, say when you started your career?

Ya, ya, there is a change in the sense that you know, because of you know, lots of firms, lots of institutes which have been adding now. Like in Russia earlier it was only one, all republics one. Now they are 17 republics. So, all republics are now having their centres here. So all of them they need translation works, all of them need trade works, all of them need then interpreter. So that sort of pattern is changing. I think it is in other languages also. Because of the demand is increasing, the categorization of you know, their demands from the employment point of view is also changing you know. So, they need more focused work now. So, as we train our students also they go for, if it is scientific translation, they will tell us what field they need. So lot of more students can, are going in and doing.

What are the reasons for such a change?

Well, that I have already answered, because you know.

How does it reflect in the classrooms/ your strategies?

It reflects in the classrooms because as the teachers of foreign languages the basic you know, the first notion should be to module our courses in a manner so that it reflects the changes which are taking place you know, globally in the society.

That is from the teachers' perspective but how does it reflect in the classrooms?

It reflects in the classroom because these are the demands which come from the students. And suppose I am taking a class, I teach a class of translation, so you cannot have a fixed that these are five texts which we will do in the semester. The text depends upon the demands of the students and the demands of the students depend upon what is needed in the society at that time. So in fact guide us, Mam, we will do texts on IT, we will do texts on some computer texts, we will do texts on you know, terminology related to some subject and all. So that is how it is reflecting in the classrooms.

Do you think that market demand for foreign language experts have influenced the motivation of the foreign language learners?

Yes, yes, to quite an extent.

Do you perceive any changes in the learners' motivation among foreign language learners to learn a foreign language in your career span as language teacher? The motivation of those days and?

Well, I can give a 50:50 answer to this. Because you know, motivation, academic motivation is there but that is only in you can say, in a few people who would like you know, continue the PhD and like to teach and going to hardcore research. But the motivation is now as I told you in the beginning, they want right in the beginning a job oriented this thing. So we tried to you know, change this motivation factor that at least until unless they become, speaking is one thing but speaking academically is another thing.

So do you mean that previous motivation was basically for the academics and translation?

No, previous motivation was like the students were motivated to learn a language and use it correctly in all spheres. Now the sort of motivation is that you know, it is quick learning which once they come to JNU they find it very difficult because it is not quick learning here. So that motivation factor they have to get little used to it. Even if from the point of view of parents, from the point of view of external factors which affect the students, because it is very hard to perceive, how a teaching is done in a full time course in a language. So that changes the motivation.

What are the reasons for such a change in motivation?

Change is you know, globally you know, you are seeing an increasing number of students, joblessness, employment problems; these are the things which haunt the youth today.

These things influence them to do things much faster?

Ya, they would like to, they are, they always see, along with their may be, it is in all social sciences also more than 60% of the students, they always doing something else also. May be part-time, may be on a, which probably we may not come to know. But we know because it is other factors how we come to know. In JNU attendance is not compulsory. So, there are I see, lot of students doing something or the other, getting their creativity into other things which probably was not there in the previous times.

Do you want to say that because of the opportunities are in different fields and the exposure of the current students is much vast than compared to 70s and 80s?

Yes, yes, definitely.

There were public sector jobs. Now you have got a lot of private sector.

We have private sector. Even private sector is expanding. Like I said different fields have expanded. Earlier they were wanting may be, one or two people. Now they are wanting you know, 10 people and they are wanting on not in a regular basis. They are wanting on part time basis, daily basis. So, you know, lot of different modes have

come up. Once these modes come up you obviously have a lot of change in the perception of the students.

Any teaching strategies that you have in relation to market demand as motivation has already changed?
Ya, as I told you earlier, we have reworked on the syllabus. We have reworked on the implementation of all spheres of our teaching whether it is, that one is practical Russian teaching, one is the development of oral skills we have you know, developed courses on that. We have developed courses on translation of specific, whether it is newspaper, whether it is business trade, whether it is scientific, whether it is public systems, you know, modules, special modules which we have designed. So....,

Do you perceive any change in learning expectations of the foreign language learners in your career span as a language teacher?
You mean expectations from....,

Learners' expectations means when they come for to learn a programme, they bring some expectations.

That as I told you earlier you know, they do come with an expectation that you know, if we do a foreign language we will get very good job and very fast job in respect to any other social science which we would be doing. Probably they are right and they do get also you know. Because if you see you do any social science, history, geography after three years what is the future? They will go to MA or you diversify yourself but basically it is academics. But foreign languages definitely differ from that. So that expectation now, earlier it was probably with the passage of time after three years, now the expectation is immediately after one year or two years,(laughs) that is the change.

Do you think that the changes in learning expectations resulted in better learning outcomes?

No, see that is, that is the difference between if I say what we have just spoken about part time courses and full time courses. I would not say that because full time courses are very integrated cases. You yourself have been a student here. So, the students who come here, they understand the ability to perform well only will depend upon the ability to do it in the way it is imparted. And so, I think I do not say improve or anything but I say it is a demand, it is a demand from the university which the students understand.

Do you think that the changes in learning expectations of the foreign language learners improved the learning ability of the learners?
Once again.

They come with some kind of expectations. This kind of expectations of learning it fast and employment and converting into an employment skill and getting a job faster , this kinds of expectations did it resulted in improving their learning ability?
Well, you know, see there are all types of students. I cannot give a concrete answer to this. But there are very fast learners and their ability to do this really enhances, it has enhanced. Because you know, they can pick up three, four things at a time and they devote time to that. So, it is not that you know, if you are coming from a very remote area of India and you may feel that that person is not like you know, if you come to a Delhi city, where there the language is a barrier or cultural change is a barrier, so you know, they become very fast and they do also very well. And those who do not want to you know, those, there are slow learners; there are relaxed people who are. So, that is a very I cannot give very concrete answer to that but I can just say, yes, those who want to improve it has definitely affected them.

Which are the textbooks that are used to teach foreign languages in your career span as a language teacher? Did the textbooks change?
Yes, the textbooks have changed. Textbooks have changed a lot and especially in Russian as I told you earlier lot of materials were coming in, lot of in-house material is been prepared. So textbooks are of different types you know. One is you know, language teaching through the same language like Russian through Russian. One will be Russian through Indian languages. Now in Indian languages also there are people coming from different regions, so we have glossary of different languages. So textbooks, we have our textbooks written by Indian authors. Indian authors have textbooks which take into consideration the Indian audience (auditorium). We have textbooks written by foreign teachers. Since we have agreements with Moscow State University, periodically our teachers go there in exchange programmes we have collaborated textbooks which have been written.

What are the criteria involved in choosing a textbook for a course? What are the reasons for choosing a Textbook for a specific course?

See, for first year people, first year is the basis of the language. So first year teachers, periodically we keep changing our first year teachers on rotation basis. They see, they choose and they pick up and they in fact with the textbooks they have to supplement a lot of their own material also which we should prepare every year. Basic criteria is to teach the language through the language and how they do it that also you know, well, I can name a number of textbooks, but I do not think that will be useful here, main criteria is language forget about any regional language, forget about your English, Hindi which is comes in a barrier for this. It is Russian through Russian. And whether it is done through picturisation or it is done through you know, denoting if they understand like, if it is a simple word like Table, so table will be drawn and they will not do it through, in Russian table is called Stol, they will learn the word Stole only after the alphabet, So that helps.

Do you perceive any change in the methodological orientations of the books that are being selected for specific courses?

Yes, as I already told you, you know, change is always there depending upon the need of the hour.

Here the question is that textbooks when you are changing the methodologies that are applied in the textbooks, do you find any changes in that for example you said to me that the direct method, the language taught through the same language. So is it the methodology that remained all over the time or it has changed?

Ya, it has remained, it has remained. But the changes, change in the sense is that these things which you are putting into the textbook which you are acquainting the students that changes, you know. Suppose you are talking about the erstwhile Soviet Union, you cannot keep that material in that. You have to change the methodology of teaching of what is related to your Indian audience.

Do you perceive any change in the teaching methodology followed by you in your career span as a language teacher?

Ya, I do perceive because you know, foreign language teaching is always based on whether it is direct method, whether it is contrastive method, whether it is, it…we do look forward for you know, the new materials to be produced from our own experienced teachers. So, I do see, we are working, we do keep working towards it. That is what I have said you know textbooks already there but we keep supplementing the textbooks with what is needed. Then we come up with our own materials which may be not in the form of a textbook but in the form of Xerox, supplementary materials.

What are the reasons for such a change?

Well, that I have already answered, you know. Because of the changing perception of the students and the changing demands from the society…, you know, the market, which are there.

Do you perceive any change in relevance and use of media for foreign language courses in your career span?

Use of media for foreign language courses, media means these computers…

Computer, all kinds of media.

Ya, ya, well, lot of relevance. You have to be computer savy and all, and for us also it is a learning process but ya, definitely.

What are the reasons for such a change?

I think the advancement, the advancement. Like interpretation we have courses. Now you have interpretation booths here. Even at our centre in the university we have here. Earlier we never had those you know, booths. In booths you can listen to one another when you are teaching interpretation. So you can listen to the interpretation. Earlier it was not there. It was only done in a common lab. So now when we do it individually, your methodology is different. You listen to others. You learn more. Probably you learn more. You learn the mistakes you are doing. So, the facilities being provided now are helping a lot.

Do you implement the Digital Media for language teaching?

Ya, I do. Well, I do to a certain extent. It should be implemented in a proper manner that is the main thing. Not total this thing. Otherwise you know, it has its hazards also. It has lot of disadvantages also. Because students they start depending on that then the thinking pattern changes. Like in translation they would like to bring in Google translation and they will not, and you can easily make out it is Google translation. So, they do not pay attention to the grammatical nuances; they do not pay attention to stylistic nuances of the language which is not correct. So, that method at least as it is, we cannot teach the full, we just have courses in which we introduce them to something and in that the digital method should be not fully used.

What are the criteria that are involved in your selection of digital Media for teaching?

Well that depends, that is exactly what I said. It depends upon which course you are taking, and how the digital media is coming in use for that. Suppose you have to show only sites, you can mention the sites that can be an additional material which students can operate. Everybody has a computer now. They operate at home. They use it. That is an advantage. It is a visual media through which class can be made interesting. But how to select from that, that is our duty to tell them.

How do you assess the digital media intervention in improving the learning outcomes?

It has, it has, it has a lot of, number of plus points, lot of plus points. But as I ya, well, if you ask me first assessment, I will say, yes. It is a very positive usage in enhancement of foreign language learning.

How do you assess the digital Media intervention in relation to improving the learning ability of the learners?

It improves, it improves a lot. If you see, right at the start from the phonetics level if you see, if you hear and you repeat that is much better. Only if you hear and not see the movement of your mouth, your tongue, your lips that makes a lot of difference in

correct pronunciation. So, that is like in the beginners' level. Then at the other levels for your communication skills it helps a lot. It helps in other courses also.

So you do not find any negative,

No, as I told you, negative I told you. You know, if you have total depends on that that is not right. Like if you say, write an assignment on this and this topic and the students go on and write an assignment seeing from this thing and you do not tell them in the class anything, it is great disadvantage. If you are doing a comparative study, you tell them what comparative study is, how do you compare this they study the aspect from other sources you bring in that and discuss that that is a very advantage. You have your M.Phil and PhD people doing you know, it is difficult to get hold of so many books which are available on net. So they bring it. But if you do copy paste from there, it is a disadvantage. So, it both ways works you know. For us also it is a learning process. We never had access to so many materials which our students are now telling us. They do research under you, they bring in materials. Topics have become very wide now. Earlier they were limited to only those on which books were available in the library. Ya, if you see your research topics very, very wide and vast. And in fact when we have to pass the topics we ourselves have you know, to think o.k, what is so innovative in this topic? How will the student work on this topic? So we have discussions on that before passing the topics. So I think it is a very fruitful for both, both sides.

European Union (CEFR) and U.S.A (ACTFL) have implemented standardized proficiency levels as learning objectives in the foreign language curriculum and syllabi. How do you assess the Indian situation to these kinds of standardizations?

A1. A2 but would you standardization in the sense of the foreign language teaching, because A1, A2 that is a English language.

It is not only in English, it is almost in all west European languages and also I think now you have textbooks in Russian also A1, A2 , B1, B2 level books. I think they are also under CEFR, Common European Framework, they are also moving to that. That is existing form 2000, from Bologna process and all. Americans do have their ACTFL; American council for Teaching of Foreign Languages is there. So the question is really looking into what is your take on to the Indian situation? Whether we have it? Whether we did not have it? Whether we need it? Whether we did not need it?

To some extent we need it but you know, I have been myself member of you know, formulizing this textbooks at right from school levels. Like at 6^{th} standards in schools when you have foreign languages and in along with NCERT people, in along with UGC people you know the textbooks you have, from that level in fact in school level they try to maintain that standard which has been demanded by them, the European standards. Because that is there it is teaching in schools also. Here we have only in a few schools the foreign languages. The foreign languages which are taught

at the school level, they have to match with the standards of the foreign languages which are taught you know, what is demanded by them. So only when they come to university level, when they continue, here now all the textbooks are being formulated in that pattern. So do not think that it is a very correct answer to this.

There is no correct answer, only the perspectives.

Only the perspectives ya, it is some sort of you know, what you call a blueprint is there on which..

Do we have this blueprint in India?

We would, personally I have not seen. At school levels I have seen. At school level we have maintained. Here whatever we are doing, we are doing it on the pattern which we have learned but I am not worked on the pattern of..

You are not able to say further on it. Whether we need some or?

I think we should, we should. Because now it is not also only related to one language, everybody is now you know, sort of as I said with the demand it is going into multilingual. So standard, that should be there. We should maintain that I think so.

Do you perceive any change in the curriculum and Syllabi of the foreign language courses in your career span?

That I have already said you know for several questions.

What are those changes that you assess positively?

It has also discussed you know, the demands from the students, the demands from the market this thing, the demands of the new technology, the implementation of the new technology the causes and the division of courses you know, as per the needs of the hour. So, I think..

What are those changes that you assess negatively?

Negatively, no. I do not think that it is negative this thing. It is just the usage if you are saying negative. The usage of technology. I would not have called it negative, it is just is that how you have to, and you have to sort of keep a check on the usage. So whether you call it negative , whether you say you know, check I do not see, I see lot of positivity in the teaching of foreign languages, ya.

Could you please share your ideas or suggestions for designing or developing foreign language courses curriculum under the current socio-economic conditions in India? What could be your major considerations?

See, major considerations would be to reach out as you have seen probably you know; recently the UGC has been developing modules, E-pathsala. What is the module of that? That is to reach, these programmes to be reached, should be reached to the

remotest possible. So, in this also you know, because as far as possible the need because once you are teaching foreign language you come, you do realize yourself also that, so it is not a barrier you know that speaking of language, speaking in your own mother tongue is not a barrier in teaching a foreign language. English is not a barrier which is a sort of concept which people have in mind. The finances if you get a chance to come to a university, a central university, that is also very much economical in comparison. Then if you get a chance then there are many more other schemes you know, merit cum means, other you know schemes in which students are helped. So as possible foreign languages should be you know spread. In addition to other social sciences and all, the foreign languages definitely be a boon to the social conditions of the country. If it reaches out to people, I think, it will help. You see in Delhi also the schools which are government schools, MCD Schools those children after 12th I have been called by some of these government schools and spoken to them, they get enamoured to know that such a fee in JNU. Entrance exams they have to be everywhere and if this is also an opportunity for us as a career. So why not? That sort of you know orientation should be there, whether it is Delhi, whether it is anywhere else where languages can reach to all strata of society and that should be done. Regular orientations, sort of whether through lecture, whether through films, whether through projections, in government colleges it should be there, how to reach to the masses and as you see you know, the government so much speaks for the upliftment , they are changing the education policy, so unless and until the foreign language is a very important part of the , it should become very important part of the government policies and how should it start, it should start right from the school level. School level have, if you have to spend so class society is always there. Main is the government aided schools and colleges. If they have no knowledge of how you know, foreign language courses are there, how they should be taught, what are their advantages I think if it is, that is how it becomes a global utilization for the entire socially backward you can say, upliftment of the entire society.

O.k., Thank you very much Madam.

Interview 24

Date	30/01/2017
Venue	Office of the Teacher at JNU
Duration	37.48 Minutes

I am doing a PhD research on "Impact of globalization and IT enabled services industry on Teaching and learning of Foreign Languages in India" at Centre for German Studies, JNU Delhi. This interview is a part of the research and I need your consent to record it for the research purposes. Is it O.K?
Oh, Yes. That is fine.

Could you please share when you started your teaching?
I started teaching in 1998.So that is around almost 15, 17 years ago.

Why did you teach foreign languages?
I was just interested in learning a new culture and I teach Russian language and we have close contact with the country.

What are the courses that you have taught in your career span as language teacher?
I have taught all the courses that you have listed here. COP, DOP, Advanced Diploma, the undergraduate and postgraduate courses also.

Could you please share about those things that you liked in foreign language teaching?
I like the fact that we are opening up to a new culture. Because this is the age of globalization, so you have to understand the people from a different culture. You have to interact with them. So it is very necessary. That is the basic thing that I liked about learning and teaching of foreign language.

What are those things that disappointed you in foreign language teaching?
Well, in the beginning, there was not enough... there was not enough materials. So that was one of the biggest minus points of foreign language teaching and also sometimes lack of a native speaker for students. It is very necessary to have native speaker. So these are the two major areas: the materials and the native language teacher.

Do you think that the language teaching practices have changed in last 25 years or in your career span?
Yes. Definitely they have changed. Because firstly there are lot of you know, places available from where one can get materials. Earlier it was just the library. It was just books. And especially for foreign language teaching, it was either the books that were written many years ago, either by Indian or Russian teachers, you know in my case

Russian language. All they were books that you have to wait for to come from outside. Now with the arrival of new technology everything is available for the students at the finger tips. So the teacher has become a kind of as you pointed out also facilitator. It is not the main person providing all knowledge. Students are free to go out and seek what they want.

What are the reasons for those changes?
One thing is the new; I could say the technical help that is now available. Everybody has a Smartphone. Most of the students nowadays have smart phones. So, for example for learning a foreign language you have dictionaries in the Smartphone. That makes very easy you know, sometimes you do not have dictionaries at hand but the phone is always there. So even at the basic level at the first year level or the COP level or if they do not understand the word they can immediately look it up in a sense that makes easier for them and that increases their interest. Other times students are very active on the social media also. So apart from just the formal classroom teaching, they are, they interact with native language speakers on these various social media sites also. It can either be you know, just a kind of passive interaction in a way, where you are just either listening to something or it could be very, very interactive also. So, these new technologies have tremendously changed the teaching practices.

How do you assess current employment opportunities for foreign language learners?
I think the current employment opportunities are better than they were about twenty years ago. Because earlier they were very traditional kind of areas where people learning a foreign language could find employment. In the university it was either to go into teaching, to go into translation that is being interpreters and especially for Russian language because there is very close cooperation especially in the defence sector with Russia. So there is, there was a constant requirement for those who know Russian language in the defence areas. Not so much in the business areas because last you know, the business cooperation between the two countries has developed recently. So earlier there were these two traditional areas or the tourism industry. Now there has been a change. There are still those who would like to go to pure academics, there was actually all of this is very closely related with the changes that have taken place in Russia. Traditionally there was always a demand for those who knowing Russian. But ever since the...you know, the collapse of the Soviet Union, there was a complete, there was a sharp fall, sharp decline in those wanting to learn Russian language. So the departments actually started closing down in some of the universities in India. Not large universities but those universities which had small departments, they actually had no students at all wanting to learn Russian. So slowly the departments just closed. But this happened about you know, almost a decade also. Towards the end of the you know, last, well towards the end of nineties, the things started looking up again. Because Russia has stabilized an economy so apart from that you know, business relations grew. New kind of relationship not focused totally on the defence industry but people started doing business with Russia also. So lot of tourists also started coming in. So these two sectors are now growing. Those learning

you know, Business Russian in fact a whole new area has come up in Russian language. Because as you know, earlier there was no such thing as Business Russian, you know, because it was not a market economy. So, with the change there is whole new area that has developed a new vocabulary and also you know, the time period in which you learn Russian depending on your aims, depending on the expectations of the students all of that has changed.

Do you perceive any changes in the employment pattern for foreign language learners in your career span as a language teacher?
Yes. This would be in continuation of the previous you know, I could ya, elaborate a little like changes in the learners motivation is

No, changes in the employment pattern....
Ya. Changes in the employment pattern, yes of course. So these are the two areas you know, tourism for example there is now a separate section, there are many in Russia who are interested in traditional medicine. So a part, there is medical tourism of course from the west but also from Russia. Not just going in for you know, allopathic medicine but also those interested in traditional ways of healing, those interested in yoga, those interested in spirituality. There is a tremendous growth in tourists coming especially for this. So in fact there are many students in our centre who having been doing their work, their M.A term paper on preparing a vocabulary preparing on yoga tourism, on you know, traditional medicine, on simply the architecture, because this is area where the demand is. Not just to see the monuments but for this you know, sector.

What are the reasons for such a change?
Russians are deeply interested in Indian culture and in Indian spirituality. They are quiet a spiritual people. So because there are plenty of Russian who do come here to relax simply but there are also those who are interested in Ayurveda and interested you know, in depth, they want then in depth understanding. So you have all these students preparing vocabularies that these are the words in Sanskrit and this is what it means actually. Medicines, Yogasanas and so on.

How does this employment pattern change reflect in the classrooms/ your strategies?
We have changed recently our course of undergraduate studies in B.A. We have included a subject where we teach the cultural heritage not only of Russia but also of India. So the cultural heritage of India was not taught. So in this way the students are given a background of the vocabulary. This was absolutely new. We were never actually expected to narrate about our own cultural heritage in Russian. So this is the change. This is the change that has taken place. It is an absolutely new course about two years away and we are still you know, preparing it, revising it also.

Do you think that market demand for foreign language experts have influenced the motivation of the foreign language learners?
Yes. Market demand directly impacts on the motivation absolutely.

Do you perceive any changes in the learners' motivation among foreign language learners to learn a foreign language in your career span as language teacher?
Yes, if there is, if I understand correctly, if there is employability. Because right now what matters is, whether the students are able to put their knowledge you know, into practical purpose or into practical use. So, as and when the opportunities emerge, the motivation changes.

Could you elaborate what are the reasons for such a change in the motivation of the learners?
Employment opportunities are the main motivation.

Any teaching strategies in relation to market demand?
Yes. As I have said we changed our course structure. We have included new courses and this is at the undergraduate level because, many students do not want to go in for postgraduate studies in pure language learning. So, that is why we have included this course at the under graduate level. It is a bit difficult but they are learning, they are learning.

What are the reasons why the students are not continuing with M.A Programme? You are mentioning that they are stopping their studies?
One is that they would like to, since there are opportunities for employment many students are attracted towards that. So that is why they leave after doing their under graduation.

Do you perceive any change in learning expectations of the foreign language learners in your career span as a language teacher? What the students of earlier generations would have expected and what the new learners are expecting? Is there any change?
Yes. There is a change in the learning expectation. Earlier the focus was on learning the language either to be in academics. So the focus was on learning literature, learning translation, learning grammar. Now the students would also like to learn more of the spoken aspect of the language. They do not want so much of focus on grammar and Russian grammar is very difficult, it is a difficult language. So firstly they are not so much interested in learning the complexities of grammar. They do not want to understand why. Because, some of those things are used simply in the written version of the language, that you would have on literary texts or other texts. Unless they want to go to academics or translation where those you know, very long, very complex sentences are used, they do not want to learn. They would rather learn the spoken form of Russian.

Do you think that the changes in learning expectations resulted in better learning outcomes?

Since the teaching strategy has to correlate with the learning expectations. So we realized that there are many more areas that are opening up and we need to clean them you know, to work in such areas. So since the teaching strategies are changed, so I hope that it would result in better learning outcomes also.

Do you think that the changes in learning expectations of the foreign language learners improved the learning ability of the learners? You mentioned that they are moving towards spoken Russian. How does it really help their learning ability to improve?

It depends, I think on, not all the students actually it could depend on what are the expectations of various students. There are some who would like to learn just the spoken form but there are others who would like to remain in the traditional fields where all the complexities of the language are a must to learn. Lot of times the students actually sometimes do not really have an expectation or an outcome. So there is that group also.

Teaching strategies in relation to learning expectations and learning ability of the students? Would you like to mention that you would have implemented or..?

Apart from, ya, apart from change in course content it is also using various you know technical resources that are at hand. We can have you know, through Skype direct conversations with the students, you know, real time conversations so..that tremendously improves because they are actually able to see what they are learning, the immediate usage not after 3 years, not after 5 years but immediately they are in first year, or they are in second year, they are immediately able to talk about various topics you know, about either some festivals or Russians tell them about their you know, festivals and so on. So, usages of technology have really helped to improve the learning ability.

Which are the textbooks that are used to teach foreign languages in your career span as a language teacher? Did the textbooks change?

Yes, tremendously, and in Russian studies tremendous changes. Because the text book, text books have to reflect the present situation of the country. So since the country has undergone tremendous changes there are new text books coming up now. Earlier in a decade and so, in early nineties even though the situation has changed completely there in Russia but new text books began to be available only after about a decade or so.8,9 years. So in the beginning when I started teaching some of the text books were used still were the older ones which would be reflecting soviet reality and vocabulary also. But now there is a influx of new text books because the Russian people themselves realised that in order to teach Russian as a foreign language they have to depict the country as it is now. So, all of this is reflected in the choice of topics you know, there are topics now being discussed which earlier could not be for example, you know, you have books which at higher level are discussing prison

reforms for example, you know, that kind of vocabulary is also there for senior students. There is a lot of humour being used which earlier probably was, you know, since it was very strict kind of society, there was no so much of humour was being used in textbooks. Then also they are paying a lot of focus, they are paying a lot of attention to intercultural kind of understanding. Because, Russia was a closed country. But now it has opened up and they are interacting with the west, with the east. So they have to explain you know, why Russians are the way they are, what Russian society is. Because you know, even a simple thing like a smile, everybody believed that Russians do not smile, they are very grim kind of people you know and they say that we are not really grim people but there are you know, these various reasons why for example, we are different from the Americans for example, where smiling the first thing that one does you know. So there are these actual scientific you know, there is research going on about these various differences in the cultural approach to all these things. So, books have changed tremendously. And there are many wonderful books coming out.

What are the criteria that are involved in choosing a textbook for a course? What are the reasons for choosing a Textbook for a specific course?

Well for Russian as a foreign language, we see of course, you know how the material is given. Earlier ones the focus was on the grammar like you know. Now the focus is on communication. And communication also, the communicative method came up in the last century but it has to be also structured. One would of course, like to there cannot be an immersion as such here but it has to be a structured communicative approach where the students are learning the grammar but in conversation.

We are discussing about the criteria for choosing a text book…

Ah, ya. I would choose the method that is used you know has to be more communicative. So, communication not just as a goal but also in the process you know. In fact my colleagues and I are writing a book. It is Russian for the optional courses here. But we have tried to follow this approach which is structured communicative approach. So the grammar is given at the beginning but then the rest are all conversations. The usage of vocabulary, the usage of how the word changes it is all through conversation and then of course, they have exercises. But the exercises are also communicative. It is not just all filling the blanks, it is a mix. So, hopefully it will be published you know, in the coming half a year or so.

Do you perceive any change in the methodological orientations of the books that are being selected for specific courses?

I could talk about the Russian language. So there is a change. There is a change. Because Russians themselves are following this kind of an approach, the structured communicative approach.

You want so say that there is a change from the last twenty years up to now the approaches have changed?

Ya, the approaches have changed. Earlier there was more of a focus on the traditional you know, the grammar and translation method. But now it has changed to the structured communicative. Not just communicative but nice balance of grammar and communication. With lot of cultural inputs, lot of examples from various fields form music, from dance, from folk culture, lot of texts you know, the personalities, the famous personalities right through the ages.

Do you perceive any change in the teaching methodology followed by you in your career span as a language teacher?

Yes, also, because all of these is interconnected. All of these you know, changes because the methodology is based on the outcome, is based on you know, the expectations and outcomes. So from a purely one sided you know, the teacher is just giving all kinds of information and the students are just you know, writing down the rules and the students are writing exercises, fill in the blanks. The approach has changed to sort of just being a facilitator, giving them hints so that they make up their own sentences. They think on their own and they learn the language and they make it more and more you know, instinctive.

What are the reasons for such a change? we were discussing about how you changed, how methodologies changed and how the textbooks changed. So what are the reasons for such a change?

The reasons are related to the opportunities that the students have now, related to their work. So, we have to focus on giving them the materials in such a manner that they can then use them in the areas of work. Business Russian for example, is a new area, Tourism is a new area, a lot of students are going. So the focus is not just on learning the language in order to study the literature but in order to be competent in these areas.

Do you perceive any change in relevance and use of media for foreign language courses in your career span?

I think ya, there is change and it has become almost central to foreign language teaching. Usage of digital media from basic things like you know, the learning a language it is not just for example, via the computer for example. There are lot of programmes which are available, programmes in Russian language as well as in English. So the students, they can actually learn the language on their own because it is visual as well as audio. The pronunciation for example, there are audio dictionaries starting from this you know, very basic level to interacting with Russians via Skype and in classrooms having you know, I am not sure would it be called you know what exactly the technical term could be, then you are actually having a class with a

foreign teacher. A foreign teacher in Russia via Skype can hold a class with Indian students here at various levels. We can have an interaction so, it is central.

What are the reasons for such a change in the use of media and the relevance?

The world has shifted towards the usage of digital media. It has become central to, you know, in all aspects, in all fields.

Do you implement the Digital Media for language teaching?

Yes. Apart from basic you know, from presentations for example if they have to learn about architecture, nowadays they have to learn about various you know, folk music, folk culture. It is not just listening to music; it is actually seeing how these instruments for example are made. So you have presentations not just as a teacher, but the students also. They make their own presentations, they go online, they see themselves and they understand better. Because it becomes more you know, they become more active, it is interactive. It is not just one sided.

What are the criteria that are involved in your selection of digital Media for teaching?

O.K. See, one always tries to caution the students in advance that everything is available on the internet but they have to choose authentic sites. Even for Russian language for example, there has been tremendous change. Earlier the language used to be very literary, very....they were very strict about you know, what could be used in the official literary language and what are the non-literary, you know, slang words and other kind of language. But now these norms are, have been relaxed totally. They are relaxed in fact, they are, it is in a state of flux. One of the linguists in fact has said that there has been so much of change in the Russian language that it is almost on the verge of a nervous breakdown. Because there has been a tremendous influx of words not just from English language but also from the non- literary language into the literary, so we are always cautioning the student that you must go to authentic websites. It should be a university website or it should be a website authenticated by an authority either the… you know, one of the institutions. You cannot just go online and use the words which the Russians may be, they are using when they are communicating with each other but those which we have to learn that it cannot be used. Other websites when we try to teach them about online newspapers. Because it is, it is very convenient and there are online newspapers in Russian as well as in English language. So we tell them that o.k., these are the news papers that more or less are printing you know, the authentic news.

How do you assess the digital media intervention in improving the learning outcomes? Does it help, does it hinder?

They always have to be guided. If they are, sometimes actually, sometimes the teachers do not even come to know, on their own the students you know, they talk among themselves and they go online and they learn may be various words and we

get an idea about Russia which cannot be, which is not absolutely true you know, they go to YouTube and they have all sorts of sites for example, one of the students has got a clip from a TV show, it was an interview where politicians were talking about their views relating to countries in the west for example. And there were just one short clip, where one of the far right politicians were using not you know, censored vocabulary and we have a 'Whatsapp' group, so this student posted it on 'Whatsapp' group saying, Oh.,.nationalist Russians, you know, leaders. So I have to correct them on saying that, yes they are nationalists, yes they have followers but do look at the person who is taking the interviews, you know, he was actually closing his, shutting his ears. So it is not as if all the Russians are extremists, all the Russians are nationalists. The interviewer for example, does not want to listen to more of this what is going on. He cannot stop the politician and say, o.k., you know, shut up. This is how he is. So we have to constantly guide them so that you know, a balanced picture of the country emerges.

How do you assess the digital Media intervention in relation to improving the learning ability of the learners?

I think one should be very you know, careful and one should…it can be both positive and it could be negative. So always the teacher has to guide, the teacher has to give them directions that this is authentic and this may be not so.

In Europe, the European Union (CEFR) and U.S.A (ACTFL) have implemented standardized proficiency levels as learning objectives in the foreign language curriculum and syllabi. How do you assess the Indian situation to these kinds of standardizations?

I think it is necessary. We must also implement it here because especially for foreign languages, these are the systems; these are the guidelines that are being used there. So, when our students learn the language and they go, they would be tested on this basis. So we must definitely implement it here also.

Do you perceive any change in the curriculum and Syllabi of the foreign language courses in your career span?

Yes, absolute, tremendous.

What are those changes that you assess positively?

Access, access to materials. Biggest change is also the usage of digital media, as positive.

What are those changes that you assess negatively?

I do not assess anything negatively; they just have to be guided about the usage. That is all.

Could you please share your ideas or suggestions for designing or developing foreign language courses curriculum under the current socio-economic conditions in India. So if you are designing it, what could be your major considerations? What could be your major goal settings?

Well, it would be, it would depend on the outcome, what is the goal, so, what the course is being designed for. In fact my colleagues and I have been designing, you know, have designed a course, it is meant for those students learning Russian as an optional language here in school of languages. They are also learning other languages. So, we have to keep in mind the time period that they are studying for about you know four hours a week. So we have formed the course in a way they get the basis, basics of Russian language. Russian language is a difficult language. So, we tried to keep it down to the very basic minimum that is needed and also, so that they are able to communicate effectively. The goal is effective communication, adequate communication.

Thank you very much Madam.

Thank you so much. It was interesting.

Interview 25

Date	8/03/2017
Venue	Office of the Teacher at JNU
Duration	25.46 Minutes

I am doing a PhD research on "Impact of globalization and IT enabled services industry on Teaching and learning of Foreign Languages in India" at Centre for German Studies, JNU Delhi. This interview is a part of the research and I need your consent to record it for the research purposes. Is it O.K?
Consent granted.

Could you please share when you started your teaching?
I started as a guest lecturer in 2005 in Gargi College, Delhi University. From there in 2007 I joined as a permanent faculty member in Bhagat Phool Singh University and 2012 I joined JNU as a permanent faculty member.

Why did you teach foreign languages?
Because I love foreign language, I love to know different cultures, so that I have chosen Russian language. I love Russian literature. I love Russian culture, Russian cuisine .So, I am doing it.

What are the courses that you have taught in your career span as language teacher?
I have done COP, I have done DOP, I have done BA so far.

Could you please share about those things that you liked in foreign language teaching?
I mean, subject wise or anything? ..... I love cultures, especially cultural part of that. Folklore, so, I love teaching those aspects. And then grammar of course, we have to teach because to make understand foreign language you have to understand first then you have to impart that.

What are those things that disappointed you in foreign language teaching?
Sometimes students those.....those students actually without interest they choose this language and they want to continue. They actually distract us while teaching.

Do you think that the language teaching practices have changed in last 25 years or in your career span?
Ya, of course. When I was a student that time there was no internet, there was no laptop, there was no mobile, so that time it was difficult. Nowadays students have laptop all the time, they have internet facilities either at home, either in the classrooms and they are allowed also with laptops in the class, with mobiles and they have dictionaries installed in the mobiles so whenever they want to check anything, they can check. Sometimes it creates problem also for a teacher because they might be

given one or two, three words, one or two words in the dictionary and you know that as a foreign language teacher for one word there can be ten words or eleven words depending on which subject like if you are teaching business translation, if you are teaching scientific translation so the words are different. So the students know only one word and sometimes it creates doubt in his mind, his or her mind that teacher knows it or not. Sometimes they ask and clarify it and sometimes they keep in their mind, o.k., this teacher does not know or these are the problems like nowadays we are facing and teaching methodology also we have to change according to their need. Technology we have to include.

What are the reasons for those changes?
Of course, technology. I mean growth of technology, internet, laptops, mobiles, and smart phones especially these are the changes.

How do you assess current employment opportunities for foreign language learners?
In tourism we have lot of opportunities for foreign language students and even in government sector also we have especially if I talk about Russian language, we have right now we have opportunities. Earlier there was a phase when there was depression in this field but now again it has revived and we have lot of opportunities and students are doing very well either in government sector or in private sector, both.

Do you perceive any changes in the employment pattern for foreign language learners in your career span as a language teacher?
Ya, ya, ya. There is, there is. There are lot of changes. Because when I was..... I was a student in school I heard that like I will, because I am a Russian language teacher I know about that only and I will deal with that. I heard that the students used to go to USSR and they used to get scholarships that time and they studied over there, they got job over there, even in UPSC also they used to get jobs through Russian language. That time was golden..... you can say golden time for Russian language. But after disintegration change came to Russia also and that was reflected in our employment pattern also. But after 2002, I joined in Russian language in 1999 that was like very you can say, very low phase of Russian language. But after 2002, 2003 again it picked up and now Russian language is doing very well. But not of that I mean we can say silver age but this is not the golden age of Russian language.

What are the reasons for such a change in the employment pattern?
Sometimes the relations, the diplomatic relations also play very important role for these changes and of course like I mean this is the ....we can say basic criteria for that. If our relations are good with Russia so we will get opportunities from their side also then there the condition also depends like if Russia is doing very well of course they will generate employment and if they are not doing financially well so of course it will be reflected in our employment pattern also.

How does it reflect in the classrooms?
Employment pattern..... Classrooms like so far I have only graduate students and they are actually satisfied. Because they are all the time, when they do graduation so they are busy either in guiding or they are doing side by side translation also. They are getting jobs so they are happy and students who want to become professors and those who want to go to academics, they have to study a lot, they have to do M.phil, Ph.D and I mean it is good for Russian language specialists because in almost all the universities we have Russian language. So they are getting jobs. Our students they are serving in almost all universities of India. So they are happy. That is why they are pursuing. Apart from universities they are getting jobs in Ministry of External Affairs also. So in that way they are happy.

Do you think that market demand for foreign language experts have influenced the motivation of the foreign language learners?
Yes. I mean if there is, I have seen there was a time when Chinese was in demand, so suddenly there was an increase in intake of Chinese. And if Spanish comes in demand so the intake in Spanish increases. Otherwise the intake for French, German and Russian it is almost same I mean they are evergreen languages, always in demand.

Do you perceive any changes in the learners' motivation among foreign language learners to learn a foreign language in your career span as language teacher?
Again it depends on the demand of the....
But did you observe or perceive a change?
Yes, because I have seen the transition phase. When I joined that time there was no.... I mean at that time there was no such employment possibilities that time. So students were frustrated because there was no employment, why we will continue foreign language but now it has raised, it has increased and the students are feeling satisfied and they are getting scholarships to other universities. We have signed many MoUs with different Russian universities, they are going so they have motivation factor now. When I joined in 99, there was no motivation even our teachers used to say that why you are continuing it because they do not know the future of Russian language further, because that was they faced disintegration and other problems in Russia and those are reflected here in our Russian language related to what other factors related to Russian language in general in India also.

One point is very clear to me that you are saying that the Russian economy once again shifted to market economy now they are more or less stabilized, so therefore it generates employment. Indian scenario, what do you think about..... the Indian economy also changed in this times. Has it also helped the Russian language learners?
Indian economy always helps but I think the most important is particularly for one language not for all foreign languages like for example French or German, if you have good relations with Germany or France then in that area in particular language

employment will be higher. Otherwise it will be a problem. Only Indian economy can support that. It can support only in tourism not in other sectors.

What are the reasons for such a change in the motivation pattern of students?
Motivation..... Scholarships and jobs for us and sometimes I mean like earlier we used to have Russian teachers over here now we do not have. I mean again diplomatic relations that they can be reasons for this.

Teaching strategies in relation to market demand?
Of course, we have to change our teaching strategies depending on like we have changed our courses also right now. Earlier there were no demand for tourism so in our curriculum there were no such courses related to tourism but now we have introduced that course also in Russian culture specially there was a... Russian Culture and Civilization there was a particular course. But now we have bifurcated that history, politics in one course and then specially culture as separate course. So, according to the demand, according to the need we have to design our courses time to time.

Do you perceive any change in learning expectations of the foreign language learners in your career span as a language teacher?
Yes, earlier what I have seen the students because they used to go to Russia and there from their point of view it influenced the students a lot. They used to become Russian language experts either in literature or in language. But now that is the students who are doing Russian language is just to get fluency in the language for tourism and for other purposes. They do not want to become Russian language philologists; they do not want to become philologists. They want to read literature from that point of view they are reading but they do not want to become expert in that sense.

Do you think that the changes in learning expectations resulted in better learning outcomes?
Yes, of course. Because if they have motivation, the kind of motivation they will have they will put their efforts. So that is how....that is what is reflected in their learning also.

You have already mentioning that they have a motivation to become a language expert in the point of view of Russian philologists.
They do not have right now. They just want to become be fluent in the Russian language so that they can communicate not more than that. They can I mean they want to learn....they want to read the Russian literature, so they want to read.....they want to learn Russian language only for that purpose. So that they can be fluent in Russian language, they can read literature not more than that I mean nowadays students are not going into language, details of the language, they are going into literature, they are going into tourism and they are going into translation but not into language.

Do you think that the changes in learning expectations of the foreign language learners improved the learning ability of the learners?
Sometimes, it does. And it depends on the language also. Again I mean, so many factors are responsible for it. So in our case I mean, if we will see so there is little bit I mean decrease in that motivation I mean learning ability you can say.

Which are the textbooks that are used to teach foreign languages in your career span as a language teacher? Did the textbooks change?
Of course, every year they change and like some Indians are also writing the textbooks, sometimes they help students to understand better. Because after teaching so many years Russian language those teachers are....have written these textbooks so they know what are the problems the students are facing. Keeping in mind that aspect they have written. They are helping a lot and because Russian fraternity is quiet big in India. So we have lot of teachers those who are written books and we are using them.

Which are the criteria involved in choosing a textbook for a course? What are the reasons for choosing a Textbook for a specific course?

What are the reasons…… I mean first we have to see the syllabus. According to the syllabus only we can choose. Sometimes we have to see that we will take who is the best known linguist or writer in that field that also makes criteria and experienced teachers those who have written and we have to see the books also whether it is written in a proper manner, it covers everything, it covers content, what we want actually. So on that basis we decide and prescribe books. First we have to see the syllabus, content of the syllabus. According to that that is the basic criteria.

Do you perceive any change in the methodological orientations of the books that are being selected for specific courses?

That is not much, not much. Only thing nowadays in textbooks also they have introduced technological aids like earlier it was not there. There was also, like they used to give CDs, not CDs , cassettes used to come earlier but nowadays we do not have tape recorders and those things, so now it has been replaced by CDs, pen drives and other things.

Do you perceive any change in the teaching methodology followed by you in your career span as a language teacher?

Yes, earlier when I started, I started with COP, so it was not required other technological aids but now if I am teaching translation I have to take the help of internet all the time because to select new texts and newspaper material or other materials. I have to take, select texts from newspaper. So definitely I have to take help from the internet because to get new materials we have to take help. And other technological aids also nowadays because in market we have so many things nowadays. So we have to use all those. Presentations also like earlier we used to write

on the board all the time but nowadays we prepare our presentations so that we cannot, we should not forget anything in which we are going to plan, which we have planned to teach next day. So presentations also help. Nowadays we are taking help of presentations also to teach our students. Earlier we never used to do that.

What are the reasons for such a change?

Demand of course, changes in the market and time. We have to go according to that. Otherwise we will be behind.

Do you perceive any change in relevance and use of media for foreign language courses in your career span?

Little bit ya, but not much. I have not getting what actually this question means, may be because I have already answered this earlier.

Do you implement the Digital Media for language teaching?

Ya,

What are the criteria that are involved in your selection of digital Media for teaching?

Again as I have said, that we have to see the content, we have to see the syllabus according to that we have to plan suppose I am teaching nowadays translation. So I have to take text from there and then accordingly I have to plan, accordingly I have to use projector other things.

How do you assess the digital media intervention in improving the learning outcomes?

In the beginning they really help the students like they do not…for example if I am teaching first year students they are not….there are some cultural specific thing which are not known to those students for example quwas, some students do not know vodka also. We have to show them and other examples like kalbasa, sausage you can say they have not seen so if we show them pictures and there are so many fruits also, because students come from humble backgrounds, they do not know. Kiwi also they do not know. So with presentation if we show them so they acquire and it helps a lot. And pictures also and films also help the students a lot to understand and to learn Russian language because when you show them films they repeat dialogues again and again. So it helps always to learn Russian language. Not only Russian but other foreign languages also I feel.

How do you assess the digital Media intervention in relation to improving the learning ability of the learners?

Of course, this is what I said, if they watch films that helps them to learn. If they are learning it, it is improving their learning ability because when you see something you understand better.

European Union (CEFR) and U.S.A (ACTFL) have implemented standardized proficiency levels as learning objectives in the foreign language curriculum and syllabi. How do you assess the Indian situation to these kinds of standardizations?

Because we have different systems in our… I mean in our Russian language. They assess according to their own whatever… standards. So we are going according to that. I am not very familiar with this. Still now we are following the pattern which was in I mean which for Russian language which is decided by Russia. And they… they actually differ from this pattern.

Do you perceive any change in the curriculum and Syllabi of the foreign language courses in your career span?

Yes.

What are those changes that you assess positively?

I mean, like demand, what is nowadays….what is in demand that we have to see like as I have mentioned tourism so we have to introduce that course also. There are other courses in translation also we have to if interpretation is in demand we have to do. Earlier also we used to teach interpretation in translation but now in translation we have divided into four parts: translation of business materials, translation of social texts, translation of scientific texts, we have divided translation be causing keeping in mind the demand of the market.

What are those changes that you assess negatively?

Negatively, because if we increase courses, we have to keep in mind the duration like for this period we can teach that. We have fixed time. If we are increasing something we have to decrease something. If we are increasing courses like tourism, translation and other things we have to…somewhere we have to I mean reduce focus. Now in our case, I have seen that they have reduced focus on grammar. They have combined so many texts, courses to make these courses. Like for example, grammar has been combined with analysis of texts. So now the focus has reduced. Focus on grammar has reduced. Somewhere we have to I mean compromise, then only we can introduce new courses. Now we are introducing folklore somewhere other courses we have to…. I mean one student…we have 9 to 5 only classes. In that fixed hours of….we have fixed hours for teaching…so students can learn during these hours only. Somewhere they will learn and some other things they have to do themselves.

Could you please share your ideas or suggestions for designing or developing foreign language courses curriculum under the current socio-economic conditions in India. What could be major considerations for you?

Of course, what …see, see …the first criteria should be whatever it is in demand that we have to first, because the students are not interested in learning, then what is the point of teaching them. We should keep in mind their interest also. So if they are interested in literature then we have to focus on literature. If they are interested in translation then we have to focus on those courses much more. Tourism, then we have to do tourism. We have to see their interest also, as well as the demand of that language in the market.

Thank you very much.

Interview 26

Date	7/03/2017
Venue	Office of the Teacher at JNU
Duration	40.07 Minutes

I am doing a PhD research on "Impact of globalization and IT enabled services industry on Teaching and learning of Foreign Languages in India" at Centre for German Studies, JNU Delhi. This interview is a part of the research and I need your consent to record it for the research purposes. Is it O.K?
O.k., no problem.

Could you please share when you started your teaching?
Well, I started teaching in 2008 in Dayalsingh College in university of Delhi.

Why did you teach foreign languages?
Earlier I had no plan to teach foreign languages because I just I liked learning Russian language then I started continue with the studies and after finishing MA, I was offered like after interview, selection board I was offered to teach in Dayalsingh college and I was very happy because I was the only one of those selected from my class and it was an honour also and may be because I got highest marks and others may be I was good in spoken skills so, I felt like it is an honour and I thought I should try to teach. When I started teaching I liked this profession very much and then I started like I continue to teach.

What are the courses that you have taught in your career span as language teacher?
Initially I taught certificate of Russian, COP, then DOP and ADOP and then in 2010, I joined the department of Slovanic-Finno-Ungarian studies, Delhi University. There I was taught intensive advanced Diploma and MA.

Could you please share about those things that you liked in foreign language teaching?
What I liked in foreign language teaching is like it is something you live your childhood actually. Because you have all these four line copies where you teach a, b, c, d of the foreign language and you know that take your students to the childhood to the school where they are returning to these kind of books and they are writing something and then you are checking it so, I like this, you know like living childhood in foreign language teaching, if I say about the COP the initial courses.

What are those things that disappointed you in foreign language teaching?
Well, there are not many things like which disappointed because you know that we can expect that there may be students who in a group of 25 people, there may be students who may not be able to get proper time to study. There may be students you know very active and they are learning you know in very good manner. So, I do not

think there was some disappointment in that. But yes, in advanced courses like such as BA, MA I feel sometimes like when the students do not study at home or do not do their homework and they are coming to the class without any preparation, then it is a bit disappointment. Because then you have to repeat things once again and then do their part of their homework in the classroom and so that the class duration drags. That is what but it is just not a big deal because generally it is a common practice, no problem there.

Do you think that the language teaching practices have changed in last 25 years or in your career span?
Yes, of course. Like when I started learning in 2004 the time was of course the chalk and board method and initially...let us say slowly gradually like towards 2008,09,10 the power point presentations came in then later on the you know that all more all other technological support pitched into the teaching and learning of foreign languages.

What are the reasons for those changes?
The reasons can be because nowadays like students they are getting more gadget savy people. They like they may not, they may be comfortable but they like more when you are using some technological tools in the classroom. So may be because they are now having mobiles the smart phones, there have been computers, laptops most of them so, they would like if something you know something has... some materials has been processed through soft versions soft copies, so they would more prefer that kind of thing.

How do you assess current employment opportunities for foreign language learners?
Current....like current situation like employment of course it is being increased because nowadays a lot of private firms as well as government organizations they are taking assignments or joining you know some ventures in their respective business areas or respective working areas so, the things are being increased and even opportunities are even increasing that I see no student you know that who are left without job. Even you know that the students who are very poor in studies they also have their particular fields. They know that where they would go. They know that as per me like that I have seen that many students who are very poor in class they would join guiding, the tourism. Because there they need to repeat once one type of text and then it is not difficult like after you know two three months of four months of practice they would learn things and earn better money than you know that people who are earning in other fields. So, I have not seen that who have left but yes, in teaching it may be, teaching has some limitations that some limitations of the posts and vacancies. There people may have to wait for certain years.

Do you perceive any changes in the employment pattern for foreign language learners in your career span as a language teacher or the last 20 years?

Yes, I have. I think that yes. There were changes in the employment opportunities. Because if I see that in 2006, 07 people used to say what is there in you know that if I particularly talk about my Russian language what is there in Russian language there is no employment. But slowly, gradually like after 2010 onwards we have seen that lot of opportunities as well as other scholarships type of things emerge in Russian language. So, I think ya, the things have been increased. Nowadays lot of deals are being signed up, pacts are being signed up so things are moving ahead.

What are the reasons for such a change in the employment scenario?
Reasons may be like more collaboration between the nations. For example, like I have been to one of the conference that Andhrapradesh government was highlighting their achievements and inviting the investors to their state. And there I saw o.k, the Russian people the Russian businessmen and as well as the government officials they were showing keen interest into various kinds of projects. You know that nowadays because due to globalization or like may be say that with the fortunate kind of phenomena of globalization, people are now meeting with other states. In this form they also, like they were going I do not know like I was surprised to see that generally they come to like if I have to you know, propose a business I would try to prefer in main cities but they are going to Andhrapradesh. They are like very limitations, the... what we say the ... the transportation is very limited. So then later on I realized no, they are not only focusing the main cities people, from there are focusing in various villages as well and as well as our businessmen I also met them they were also showing keen interest in showing you know that in Volga region or other various remote areas to set up their business.

How does it reflect in the classroom, the change in the employment pattern how does it reflect in the classrooms?
In the classrooms initially just see the strength of the students like if I see in 2008 when I started teaching it was difficult even to get a group of 10 people for Russian language. But nowadays people are more aware and because of foreign languages not only particularly Russian but all other languages, they... students are taking it o.k., it is just like an advantage like a plus in their CV. If they learn or if they know a particular language like we can just see that many schools have started foreign languages. Many universities are adopting and introducing basic courses in their regular curriculum.

So, any teaching strategies that you accommodating in relation to the change in the employment opportunities?
Yes, of course we do. Like we certainly involve like as we syllabus update which is as per the you know, which can serve the both the private organizations as well as the government organizations so that students who are learning something they should have some specific specialities like for example in MA there is one course on translation of business material. In BA also there is some translation of social texts, translation of means popular texts or political texts and all. So in that form like it is

there like you know that scientific materials text is there. So people who are joining like for example Brahmos, this is an Russian-Indian joint venture like people who wanted to join that field that they have, we have included such kind of courses, like the translation of scientific, popular texts or materials into English or Russian and vice versa. So, yes, it is like all demand and supply type of thing. Like what is required in the market that is, that should be focused and that is being focused and not only in our university but in other universities' syllabus, curriculum also.

Do you think that market demand for foreign language experts have influenced the motivation of the foreign language learners?

Yes, of course, certainly it is. Because it is again you know, that same thing like as I said that as the opportunities are being increased so the demand you know that person who said that I want a person who is expert in literature just to may be just for translation or may be a person who dealing with literature so of course, the opportunities are there and based on that the learning ability is being influenced. So such kind of practices.

Do you perceive any changes in the learners' motivation among foreign language learners to learn a foreign language in your career span as language teacher? Change in the motivation, how it was before and how it is now?

I do not think so. Because generally it is the motivation factors are like getting jobs or maybe you know one foreign language is helping in their some kind of business or some kind of organizations that is there. That is earlier also it was in the same way and today also it is in the same way. People who wanted to study you know, particular literature they wanted to do just study that particular specific language, there are people. In class it is divided. Some people would go into one direction; some people would like to go into another direction. There are people who are without direction. They may find their course on the way like while they are continuing the study.

Do you perceive any change in learning expectations of the foreign language learners in your career span as a language teacher?

We can see that earlier... no, I do not think so... I do not think so. Because as I said that it is all depends upon their ways that one like for example in 2008 I had two students who were working in a private firm. They said... I just asked... why do you want to learn you know, what are your expectations in this learning foreign language. They said sir, this is required we are working in a company which is dealing with Russia. So it may help us you know that one and today also I know that they are working with Russia and helping their in basic communication skills. So it is even today also that the learning expectations are something like that which can serve their purpose. It can be in private firm, it can be government organizations, it can be a kind of....there are people who came from tourists places they know that what are their expectations. Their expectations is o.k., we just need the spoken Russian. They... you know, they may not be very interested in literature you know in studying language studies. They may be just interested in spoken skills. They may put their more efforts

in spoken skills like people who are from, they are from, people from Agra like some students they would focus just only on that thing. Expectations they have their own as per their fields and some may be general like who may shift to any of the other fields.

Do you think that the changes in learning expectations resulted in better learning outcomes? You are saying that you have already noticed in the classrooms that there are people who want to learn only the spoken part of Russian and some others wanted to learn more of literature so, that means there are expectations of language levels when they are coming to learn. My question is here, I wanted to know whether these varieties of learning expectations resulted in better learning outcomes for those students.

Yes, of course. When they have some motivation factor, when they have some expectations, when they have some line then of course they will do better in that particular field.

Do you think that the changes in learning expectations of the foreign language learners improved the learning ability of the learners?

Yes, certainly. It is related to your previous question. Giving better outcome will of course will, it will improve the learning ability of the students.

Teaching strategies in relation to improving learning ability?

See, we cannot of a particular one line, we cannot put all general kind of strategies and we cannot even put the specific strategy, just one touch, which can touch only one particular field. We have to have just some kind of you know; teaching strategy or methodology which can, if which can give benefit to all of the class of the students like if it is spoken skills yes it is required by all. If it is grammar then we would try to convince them o.k., you can speak of course, in foreign language but you may make lot of mistakes if you do not learn grammar perfectly. So we just tried to you know, include them so that o.k., this is also your part and even if you study literature then we tried to motivate them o.k., if you study literature then you will have rich Russian so you can impress your client, if you are from or you want to join the tourist ventures. So you may interest to your clients if you know some literature.

Which are the textbooks that are used to teach foreign languages in your career span as a language teacher? Did the textbooks change?

Yes, there were textbooks, some textbooks were written by Indian authors that means Indian philologists, the teachers who had good experience and some of the books which were continued which were written in 1980s. So when 2004 we started learning means we followed that particular book though there was a try to develop departments own material and it was developed partially, then I do not know what happened then it was stalled. And then we saw the return of 1980s book and by 2010 onwards like there was what we say that wave or concern o.k., that we should not follow such kind of books because they have lot of those words which are not in use. So we should not follow such kind of materials which is not, which students may not find it in today's

scenario. So yes, then nowadays like books are being changed and every year like every teacher they choose their own materials to what can be taught.

What are the criteria involved in choosing a textbook for a course? What are the reasons for choosing a Textbook for a specific course?

Criteria involved in choosing a textbook for a course may be different from with everybody. Like for me it can be of course, it can be from the syllabi…it can be from the programme which is given if we although there is one freedom like teacher can also add books like if it is something new or if it is related. So, what we see is like which book can be more suitable to our Indian learners if they have some particular, for example there is one book which is, which was very famous in teaching Russian language but that is particularly made for Chinese people, because lot of Chinese people study in Russia. So, it was developed for them as well. And because of the popularity of the book that came on to India as well. In which, like in a conference like I just put a analytic study on that book in which I defined o.k., what I found that this book is not something for India actually. It is basically meant for China. So, it should not be used in India. If it is being used then it should be indianised. There should be some indianised version and I just put out because person who has found that o.k., the names of the people, if it were Shanshung or Ching Chang, they Indian students may feel o.k., there is something not ours. If it is something, some Indian things or Indian words or Indian expressions are there, Indian traditions are there, texts are there or if there is like comparison of Russian and Indian customs then they students may feel o.k., this is something for us. So while choosing the textbook the criteria must be you know that which would suit to the target audience, which they should adopt, there should not be any question like this o.k, this is not something, why it is there? Why only map of china and Russia is given there? Why not India? Because we are in India so, people may expect why not in this book. If it is Russia, o.k., that is fine. That is understandable, that we are studying Russian so there may be things about Russia. If it is another country then it become little difficult to explain them why it is so.

Do you perceive any change in the methodological orientations of the books that are being selected for specific courses?

As I told that methodological orientations it is something like that you know methodology which suits the Indian learners that should be implemented.

Now the question is related to how it was before and how it is after. You already mentioned that there are books that are using from 80s up to 2004. Then around 2010 onwards books began to change. Nowadays very frequently books are coming, I think from Russia?

From Russia as well and India as well.

Now if you analyse the methodological orientation of those books, has it changed or not?

Methodological orientations, there is direct methodology and indirect methodology. Ya, earlier like as the books were developed in Russia, there they use generally direct methodology. But what we found slowly, gradually in India nowadays it is very difficult to implement the direct methodology on which books were developed earlier. So, now we use the mixed methodology sometimes we can be direct and sometimes we can be indirect. So that means, nowadays like we prefer books like which have Russian and English like which can be understood, which everybody can understand. Like there are lot of books students find difficult these explanations the grammatical explanations are in Russia. So even it happens a lot of time the students may be absent for a one or two or two or three days. If they have something in English then they can try at home and with the help of somebody they can try at least to cover certain aspect of you know, the thing. And sometimes it is also difficult to explain in Russian what it is basically then we have to come again to our Hindi, or English or any particular native language, o.k, how it is in that particular language and how it is in other native language, so that learner can perceive what it is basically because for example the possessive pronoun this in Hindi mera, meri , mere these are the possessive pronouns but in Russian it is something like moyi, maya, mayomayi. So it can be easily conveyed like if you say that o.k, these are the possessive pronouns….possessive pronouns what are basically possessive pronouns….the student…if we say in Russian they may not be able to perceive it. But if we give some examples o.k., this is the possessive pronoun in your language and in Russian language. It is similar. They will relate and correlate the things very easily and they can remember it for longer.

Do you perceive any change in the teaching methodology followed by you in your career span as a language teacher?

Yes, there is a change as I said that…that direct methodology… earlier they used to use the direct methodology and nowadays it is a mixed methodology.

What are the reasons for such a change?

It is like you know we can say that just to develop or make more understanding or more learning ability just to develop the learning ability I think this is such change which we can observe in the classrooms.

Do you perceive any change in relevance and use of media for foreign language courses in your career span?

Yes, I do. I do perceive there are lots of changes in relevance of and use of media in foreign language teaching because media helps the students to perceive as I initially mentioned that nowadays students are gadget savy people and they know all maximum we can say that maximum students that they understand the technology and

all and they are more inclined towards technology. They are learning on day today basis. So if something is there with the media of course they have more interest in learning.

What are the reasons for such a change in the use and relevance of Media?

It is again that because without technology today it is the consumption that…. you know that ….people conceive it in that way that if you do not know technology that means you feel stucked, you have some barriers, you are not connected with you know, with the world and then they take help of somebody like for example in households, every households like the old one, old people like means grandfather, grandmother or may be sometimes father or may be some elder brother who have not learned technological things then they would ask the younger one please, can you help me in sending the mail, please help me to connect to Skype, so in that way that you know if you know technological skills, if you have technological skills then of course, you are considered as o.k., that this person is more developed in today's scenario.

Do you implement the Digital Media for language teaching?

Yes, I do.

What are the criteria that are involved in your selection of digital Media for teaching?

Criteria means, I did not get it.

You implement digital media in the class, so what are the reasons or what are the ….how do you choose that this is good for teaching purposes?

It all depends upon the subject. For example if it is literature then I would certainly prefer you know just making a power point presentation with certain points and putting some pictures as well as some videos into that video. So that the students may you know, perceive whatever they have read or whatever they are reading in literature. They may have visual and audio visual kind of memory with them not only just visual whatever they are reading. So just to make more interesting more …you know that… how you say that memorable I just use that kind of technology.

How do you assess the digital media intervention in improving the learning outcomes?

I assess in the way like for example like I was giving the example of literature. Now I would like to give example of the practical oral spoken skills, communication skills classes there we use what like I used such kind of methodology like you know that we are, students are speaking in the class, I am recording that lesson and then I not interfering at all while they are discussing on one particular topic and then in the next class or may be in the next hour like for one hour we can record that conversation of

each student while they are discussing some topic and then in next hour we can just analyze what are the mistakes we did and each person's mistakes we can consider this o.k., we have that students means they have one particular level, so we generally try to convey that if one person has done that mistake that may be, means you can you also can do the same mistake. So you have to pay attention to each and every mistake so we play the video, we try to ask them ask the student o.k., find out what are the mistakes in that particular sentence. O.k., then next dialogue or next persons dialogue then we try to analyze all the dialogues all the recording with the just fact finding kind of thing o.k., what are the mistakes, how do we correct that. In that way they you know that whatever they spoke during the discussion they just try to make corrections on their….

Audio or video recordings?

Video recordings.

Are classrooms videos recording friendly?

Yes, yes.

So, you mean that it improves the learning outcome or?

Yes, it does, it does. Students like it very much. I am using this methodology last three years and they are liking it very much than that contemporary you know methodology.

So you are already developing the digital media interventions for improving learning outcomes also. How do you assess the digital Media intervention in relation to improving the learning ability of the learners?

It may be assessed by the ….first of all the ability to speak like for example…

Learners come to you and now the classroom which is media friendly, technology friendly and you use that medium I think strongly to develop certain skills for example, in this example that you were mentioning to develop the oral communicative skills. So you record their conversations and later you play it again and with the help of the students and as a teacher you will be correcting it. As it is a video once again they enjoy it. May this activity or this kinds of activities…. how does it improves the learning ability, the ability to learn that of the students. They came with certain ability and while they are leaning foreign languages through this methodology of digital media and interventions how that learning ability improves or does not improve? What is your assessment?

It improves 100% because you know there are students who are very shy. Also for example initially we find in recording we also find that this person we identified o.k, who is less active not speaking and then we try to motivate him or her please speak as much as possible and we give proper time and just you have to…you have to speak

for two minutes..say whatever you want. And then slowly, gradually we see that the participation in the class has increased like from the first class till the last class. There are lot of improvements we have observed that people who are very over speaking is less in the initial classes not speaking at all, they started speaking towards the end. And that is the best outcome we can say. Even students also in our feedback simply at the end of the class generally take the feedback how to improve such methodology…do you like this kind of methodology or it is you like that conventional like in which we read just only texts in spoken skills what I have observed like people would read a text and they will memorize it and then they will just you know narrate it. That was just only the oral communication skill conventional type of tradition. So the students now prefer more this kind of communication skills where the live communication is going on and they are being recorded and then later on they are coming back to their own mistakes because it is something like that you make mistakes then you learn. That is the method that we said we learn by mistakes. That if you are not speaking you will not make mistake of course you will not learn. But you are speaking you are making mistakes and correcting them you are learning.

European Union (CEFR) and U.S.A (ACTFL) have implemented standardized proficiency levels as learning objectives in the foreign language curriculum and syllabi. How do you assess the Indian situation to these kinds of standardizations?

See one kind of standardization of proficiency levels cannot be implemented in every country. So India may adopt particular their own kind of proficiency levels because what I heard like A1, A2, B1, B2 , C1, C2 that may be fine with them because you know that may be, it may be fine in the particular native country but it may not be fine with the foreign country like for example in India. We do not, like though in English it is there because English is now considered like second mother tongue in India, but like such as for example foreign language it is very difficult to find such level which native people have of A1, A2, B1, B2, or the people who are studying in that active environment. There they are like after the class they can practice it on the street, in the shops everywhere. So there what that kind of level can be achieved in particular period of time. But here it may not be able because it is like after the class the student does not speak in the particular foreign language. So there should be some modified version of that for foreigners, this is my opinion.

Do you perceive any change in the curriculum and Syllabi of the foreign language courses in your career span?

Yes, there were lots of changes. Like in both universities to which I am familiar with, they have changed their curriculum and syllabi as per the requirements as per the…. because generally the syllabus was very old like 80s or 90s syllabi were there. So, there was a need to change those kind of syllabus and it is changed certainly.

What are those changes that you assess positively? What are those changes in the curriculum and syllabi you assess positively?

Those changes may be like including the new methodologies, including new books, including the new aspects, or including the requirements of the current society like what do they want like for example, If we say that if it is required to study the theory of translation, then they should be included. If they think o.k, it is not required, it is not feasible then they may exclude it, in that way.

What are those changes that you assess negatively?

I think like negative aspect you know that once you have made a syllabus and then you are not revising it like it can I think it should be revised like for example you have implemented the new syllabus in one year, It can be just after two or three years taking it to experiment then it should be revised. Because there may be possibilities like you know that the students may not find comfortable with some kind of aspects or they may not be able to cover it. The teachers may not be able to cover that thing. And it should not be just quantitative, it should be qualitative. So that is why the negative aspect is like when it is not revised again, if it is made and then it is eternal for twenty years and thirty years.

Could you please share your ideas or suggestions for designing or developing foreign language courses curriculum for the current socio-economic conditions in India? Suppose if you are developing what could be the major considerations?

My major considerations would be like you know just studying the country first of all that their classics or their traditions and all first the person should know the culture, the learner should know the culture of that country and as well as the requirement of our nation, particularly our nation what our like after studying a language….as we are saying that particularly their culture, the person should know the country as well of which foreign language is being learned and as well as the current scenario what is the requirement and demand in the that particular like India for example. And you know that like after studying a particular language for a certain period then I should be able to know or it is of course collective kind of suggestions so, it should be like after studying of three years of period of particular foreign language we should be able to assess that what person may get well, where which kind of jobs which kinds of assignments the person can take. So it can be even you know just announced or it can be popularized o.k., if you do certain particular level you will be able to do such kind of things. You will be able to write in that particular level and then as per the requirement it should be changed. If it is for business then business should be included in that one, business talks should be included. If it is something to go into an organization then their business letters or you know that official letters can be included for example like when our students join navy, they join defence so such kind of particular things should be added. Like I remember while I was studying you know such essays and such letters were not introduced, I do not know, maybe they were in the syllabus but teacher could not complete may be just not able to do it with us but later on we found difficulty to how to write official letters because they have a particular format. If you do not know then it is difficult like if you are going to some

organizations they ask please write the letter and we will write in the format that we like and then later on this complaint comes o.k., what is this format? We do not understand where is the ‘to’, and where is the ‘from’, the format. So I think that the current situation should be studied and with modern technologies and all they should be implemented in the curriculum.

Thank you very much.

Interview 27

Date	9/02/2017
Venue	Office of the Teacher at BPSMV
Duration	45.47 Minutes

I am doing a PhD research on "Impact of globalization and IT enabled services industry on Teaching and learning of Foreign Languages in India" at Centre for German Studies, JNU Delhi. This interview is a part of the research and I need your consent to record it for the research purposes. Is it O.K?
Ya, fine.

Could you please share when you started your teaching?
Officially I started teaching from 2014 February 24th, then I was appointed as a permanent faculty in department of foreign languages, Bhagat Phool Singh Mahila Vishwavidyalaya. Before that I got some chance to teach in JNU itself as part of optional course, that was very armature not professional one but before teaching foreign languages Russian as such I had an experience of teaching, I am just immediately after completing my 10th started because of some or other reasons entered into the world of learning and teaching. So I can, I relate myself with that experience.

Why did you teach foreign languages?
Foreign languages I can say I teach only one foreign language that is Russian. Other than Russian I also know other foreign languages but my core is Russian. And language Russian that also when I selected for my initial studies in JNU that also I think, of course it was a choice first because of writers like Tolstoy was always there as a part of my student life. I heard lot about them and so for that matter I came to Russian.

What are the courses that you have taught in your career span as language teacher?
Like in our department we have elementary courses like, we start with Certificate, certificate students, and they go for Diploma and Advanced Diploma and for my some training purpose, I just I got an opportunity to teach BA students in Sarojrau University Vadodara as I was there as a part of E-Pathsala.

Could you please share about those things that you liked in foreign language teaching?
Now, foreign language teaching is of course those who do not know foreign languages always looks for them something foreign something unknown, something unexplored. But anybody as soon as enter into the world of learning and teaching it is something they start with we cannot say zero, nobody starts anything with zero but of course they start with like you can say that initial, the elementary level, abc..., so, one

has ample opportunities to excel right from zero to that extreme level of knowledge whether it is not just job oriented but learning a knowledge.

What are those things that disappointed you in foreign language teaching?
In foreign language teaching, something that is disappointing a lot that is the students lose their interest, when the dropout rates like we see that some of the good students also they drop out not necessarily because of losing interest but job. Of course foreign language offers good job opportunity and that is also another reason and then it is gaining popularity and all the central universities are coming with the languages most in demand.

Do you think that the language teaching practices have changed in last 25 years or in your career span?
Now like as far as my personal experience is concerned I can date it back to 10 years of my experience right from the most experienced and talented teachers or the experienced ones when I started learning to the youngest faculty, I got an opportunity to learn from the most experienced as well as the youngest faculty appointed in our department. So of course their teaching practices differ and it is changing.

What are the reasons for those changes?
Reasons for changes it varies. For example when they share their experience, the most experienced teachers, when they share when they pioneers or the ones who started the foreign languages when in Delhi it was started, when there was nobody else was available in India to teach them the foreign languages they learned from the native speaker and their successors those who come after them learned from the teachers from India itself. The learning took place in India. Where the learning....the experienced ones got the opportunity to do the language learning in the where the language is spoken, the place. So of course that matters a lot. That learning area matters a lot surroundings also influences the active and passive learners. So of course, there are lot of reasons.

How do you assess current employment opportunities for foreign language learners?
Now the past or we can say about the current employment opportunities for language learners, earlier people who look for only or go for UPSC. Like traditional people will look for like IFS and those entire cadre and they look for these foreign languages as a paper or one of the paper, they used to choose and get selected also. And they were like All India Radio, Cabinet secretaries of course these areas also exist today but like as we can say that globalization, liberalization, and this LPG concept by 91 by Manmohansingh and all, so this changed scenario of the Indian economy. When the MNCs and all entered the Indian economy then today as we can see all the multinational companies they require foreign language experts. So as far as today's scenario is concerned there is lots of opportunities not just in few government sectors not the monopoly of the few government sectors now. Enough and lots of employability is available with the foreign language learners that is also responsible

for their dropout rates, high dropout rates that we see immediately after the Bachelors or Masters, they go for job.

Do you perceive any changes in the employment pattern for foreign language learners in your career span as a language teacher?
Now employment pattern for foreign language learners...changes... now as far as change is concerned in employment pattern as I told in earlier question also of course it changed a lot, from one sector to another, government to private, there are not only in India but abroad lot of employability and employment opportunities for the foreign language learners and foreign language experts.

What are the reasons for such a change?
As the time is changing, like economy is changing, the requirement is also changing. So these reasons are responsible for such a change.

So you are saying that the economy is changing, could you please elaborate it?
Now as far as, as I said the economy is changed. Earlier as we all know at the time of Indira Gandhi and all when language when especially in JNU was started, it was all the monopoly of the elite class. Now when it like widened and broadened everybody got an opportunity to learn this language, the foreign language. It is not limited to few people. And now the economy changed from the mixed economy as we can see it provided opportunity for the Indian market and it was like the MNCs and all, now everywhere we can see whether all the metropolitan cities and there is a big demand for foreign language experts. Because they have their market in that country also. As we know India has no dearth of manpower, so these companies are looking forward to India just to generate profits. And as far as language experts we also do not have dearth of language experts in any of the language I believe.

How does it reflect in the classroom?
Now of course in the classrooms as we see I cannot say like subjects or the papers has changed because of that. Because it also depends upon the institution to institution where the goal varies. When we talk about JNU I do not think that JNU has in my experience that they have, they made some changes because of this market. Their goal is still to get the best academicians in the world. And with the same goal, with the same interest and with the same agenda students are trained not just because of first to make them employable or job ready. And of course like maximum wherever the placement takes place I do not think that any of the JNU students are like falls behind the like compare to any institutions in India. And the classroom strategies as we say for such institutions where is beginners level of language learning is there, teachers are trying to introduce such a pattern for example like making them interview ready with their CVs and when they have the courses like business or language learning for special reasons as far as looking at the market strategies and market requirements and demand. Now like institutions are coming, institutions are offering such a course which is of course very beneficial for those who are not going for PhDs in that topic

for a very close span with at least making them job ready and with that course they are able to crack or get placed anywhere.

Do you think that market demand for foreign language experts have influenced the motivation of the foreign language learners?
Now the market demands for foreign language learners of course, it has influenced the motivation of the foreign language learners. Specially those who joined for languages just to get a job just to one thing in their mind to become a job ready candidate and specially as when we compare... compare with undergraduate students in foreign languages or Engineering/B.Tech as soon as they complete their course both get jobs but we can see the difference between the packages. B.Tech may start with a package of 3, 4, 5 but foreign language expert will always start with something more than that is 6.7. We can see of course in the long span we can see the engineers getting, it is increased year by year but for the language experts still they are stagnant somewhere. So, of course the demand is motivating them or I can say that the reason behind the drop outs. So as far as motivation is concerned for potential language learners they are like increased year by year. Everybody has generated lots of interest in foreign languages and that demand is also one of the reasons.

Do you perceive any changes in the learners' motivation among foreign language learners to learn a foreign language in your career span as language teacher?
Now as far as the perception of change in the learners motivation among foreign language learners to learn a foreign language in the career span as a... my career span as a language teacher ya, initially the motivation was knowledge. The motivation was something related with research, something with learning. Now it has changed. It has changed to money making. It has changed to getting employable, getting job ready, being job ready and getting the job as early as possible.

What are the reasons for such a change?
Now, reasons for such a change vary from individual to individual. It also their upbringing and requirement also matters. For example and nobody can judge the situation and of course nobody has interest and a strong interest, strong desire to achieve something and do something, nothing can stop that person. It is not just circumstances but also the interest.

So, you agree that the market demand for foreign language experts has influenced.
Yes.

And the question was if it was influenced what are the reasons for such change in the motivation? We were discussing that the market demand was influencing the motivation of foreign language learners. I also understood that you were explaining that there is motivational change from past to present because of the coming up of the market demand. So, the next question was about what are the reasons for such a change motivation because of the market demand?

As I already explained that the reasons varies from individual to individual, from one learner to another. And also it depends upon which background they are coming from and what is their requirement, what is their like finally what they want? Do they want to get a job and just get settled or they wanted to do something unexceptional, unexplored because we cannot say like foreign language has explored all the areas. There are still many areas which are still unexplored, still pending and lying and it is up to the researcher to the scholars to explore those unexplored.

Do you see any teaching strategies in relation to market demand are existing or any strategies that is for or against?
Now teaching strategies in relation to market demand of course it is there. As I told institutions are as far as market demand and other things are concerned they are changing the teaching strategies, making courses available, reachable to the students and of course the market demand influenced.

Do you perceive any change in learning expectations of the foreign language learners in your career span as a language teacher?
No, as far as change is concerned by the language learners and their expectations that they want some change in foreign language as a student or as a teacher I believe of course, students and teachers are themselves not satisfied with the current existing syllabus and they are revising it time to time as far as the demand in the economy is concerned.

The question is about the learning expectations of the foreign language learners...
Learning expectations of the learners, I am talking about those students , learners those who join for language as a student and their learning expectations of course what they come with expectations and when they see the requirement and they find the difference between learning of course, they also believe that there should be some changes. They are not always happy and content or satisfied with the existing things.

So do you perceive a change?
Yes.

Do you think that the changes in learning expectations resulted in better learning outcomes?
Yes, it does. For example like students those who expect some changes in learning, their expectations in learning is changing for example it is also demanding on the teachers. And they also perform they also like learning or teaching is never one way it is like both. Students are also learning of course from the teacher and the teacher is also learning from the student and as fas as the demand and requirement are concerned they both act accordingly. Of course a better learning outcome is the result.

Do you think that the changes in learning expectations of the foreign language learners improved their learning ability?
Now the changes in the learning expectations of the foreign language learners improve the learning ability of the learners, yes, if they are aware what they want, if they are also if they know their strength and know their requirement of course they are going to betterment in the learning ability, of course it is going to enhance, they are going to improve the learning abilities, if they are aware of what they require, what is their demand.

Can you reflect upon some teaching strategies in relation to learning ability improvement? Or which blocks the learning ability....
Which blocks or which improves?

Anyway.... if you have...or any teaching strategies that in relation to learning ability that is used by the teachers because of this change in the learning expectations?
See, as far as the learning concerned the beginners level our students come with like as I told foreign language is something unknown and when they learn it from known to unknown what they know as you know, the language is may be it differs from one country to another, ultimately it is the innate nature of human being they are born with it as we see how fast a child learns. So, now the learning ability as I told how they learned from something that they know already and from unknown when they relate it of course the mother tongue is also influencing them it also helps. I cannot say it has to be totally in the foreign language but critical thinking that ability to think, it is connected with the mother tongue as well and if the person is able to relate, learner is able to relate it what they know to what they do not know and build their abilities and all possibilities of language learning that is something like what I have experimented with like proverbs. That has a nature of....that exists in every language, the same thought. It is a mass thought. So that exist in all the...may be language differs but the understanding or the core area or the core meaning is unchanged. So when they related from one language to another with the meaning that is same that helps a lot.

Which are the textbooks that are used to teach foreign languages in your career span as a language teacher? Did the textbooks change?
Now the question like regarding the textbooks, it differs from one language to another and how much research and experiments and interests is in this section in different languages. Now the textbooks that are used to teach foreign languages in my career span or as a student when I started learning or till date I am teaching how it changed like may be different languages have different experiences, different ways of understanding but particularly in Russian we have like textbooks at the time of USSR when Russian language, Russian as foreign language was big thing, still of course they are doing a lot for the publicity and promoting the language and the area Russian as a foreign language still exploring different ways and different techniques to make it easier and easily accessible to all over the world and textbook has changed a lot even from when we talk about the few books which are recommended by the all the

teachers all over the world. Such books also got revised brought some changes as per the requirement is concerned and still it is a section or area there much has to be done. And as per the requirements of the students it has to be made available because not everything is available in India or in internet.

What are the criteria involved in choosing a textbook for a course? What are the reasons for choosing a Textbook for a specific course?

Now criteria involved in choosing a textbook for a course, now if we are talking about the elementary level or diploma level or advanced diploma level, criteria to choose a particular textbook is totally depend upon the syllabus, what exactly is the requirement of the student and based on these the textbook selected or chosen, what has to be. That also depends upon the how you use it the book how easily it conveys how helpful it is. Because most of the times I do not think all the teachers go with the book that book in the hand they are going to cover the entire syllabus. So, it has to be more students oriented so that even in the absence of the teachers student has this complete to the book and that also helps them to improve page by page.

Do you perceive any change in the methodological orientations of the books that are being selected for specific courses? A methodological orientation means the teaching methodologies. So do you perceive any change in methodological orientation of the books that are being selected for specific courses? Elementary courses and all other courses….

Now the change in the methodological orientations of the books that are being selected for specific course, of course like methodology people also go for methodology which, to select a book and as far as change is concerned some institutions go with the same traditional methodological orientation, fewer changes and some are changing with time.

The question was about the methodological orientation of the book has changed or not that you are using?

Now you are talking about the book, not the teachers selecting the book.

No, the books have been already changed. From your initial answering I was saying that textbooks have changed.

Methodological orientation as far as our Russian is concerned they are trying to make country specific books that is the only change I can see otherwise it is more or less same.

Do you perceive any change in the teaching methodology followed by you in your career span as a language teacher?

Change in teaching methodology in career span as a language teacher, teaching methodology is same nothing is changed, almost the same. As teaching methodology

is concerned, as per the requirement of the student is concerned the teacher has to be ....always…. change oneself and teaching method as well as per the requirements of the students.

What are the reasons for such a change?

Now the reason for a change…. as I told you this requirement…. what is the requirement, what is the requirement of the student, what is the requirement of that particular area. So I think it is based upon what is asked, what is required.

Do you perceive any change in relevance and use of media for foreign language courses in your career span? How the media became important or unimportant, for foreign language teaching?

You are talking about mass media? or…

All kinds of media… digital media…

Now relevance and use of media for foreign language courses I cannot say that drastically but still of course there is like earlier as we can say that everybody knows that people say that in JNU those days at the time of USSR every day the fresh newspapers were available, now through digital media still available. But up to the students' interest and requirement of the course they go for that media. Otherwise it is not that much used. Of course it is very relevant because that is the part where…which is changing as we can say that the language is something which is living which is also changing with time. And we can see its reflection in media.

You see a change in the use of media so what are the reasons for such a change in the relevance and use of media?

The reasons for such a change in relevance and use of media is of course this IT revolution we can say revolutionised and made people to be really….to make them to generate their interest, grab their attention towards what is happening and when they used just media this is also gaining information and knowledge and same time improving their language. It is indispensable to everybody with all the language learners. For example like everybody wants to start their day with fresh…like everybody is fond of India where which is the largest producer of newspaper in the world with all the maximum languages. So when the language learner is learning or reading, gaining that is also source of entertainment as well as same time going to help them a lot in their language area.

Do you implement the Digital Media for language teaching?

Now digital media for language teaching, of course an area but as I said we have elementary level when we start with elementary level we go with episodes we go with such things that is lucid that is of their level. We have to be very selective and as far as the requirement concerned we introduce such things and for the higher levels we

keep it open for them and we do recommend them to go for particular sites where they can implement.

So you are saying that yes or no?

Of course, yes. It is like without it today neither teacher nor student.

What are the criteria that are involved in your selection of digital Media for teaching?

Now criteria as I already answered in the previous question that it is strictly based on their level and their requirement. For example you cannot expect an elementary student to just read the current Russian newspaper and understand each and every detail. As far as the requirement of the student we are very selective in digital media. And we also ourselves recommend like of course like they themselves are very much curious and inquisitive and they themselves like smart phones with everybody today all the students as soon as they enrol in a foreign language immediately download some apps and make a whatsupgroup in that particular language start make friends and they start communicating. It is very helpful; it is very helpful in that manner. But we cannot you know, to hold their interest to keep intact we have to be very selective in selecting the media for particular level and particular course.

How do you assess the digital media intervention in improving the learning outcomes?

Now digital media of course in relation to improving the learning ability of the learners, it helps. But it has to be in a constructive mode not destructive, but always progressive, not taking them back and losing their interest. Because if they go through something which is beyond their level and beyond something, that should not go, it can also harm. So in that manner now digital media helps but it has to be in the constructive mode.

If you look at the world, European Union (CEFR) and U.S.A (ACTFL) have implemented standardized proficiency levels as learning objectives in the foreign language curriculum and syllabi. How do you assess the Indian situation to these kinds of standardizations?

Now Indian situation I have not come across any Indian standardization for foreign languages. As far as European Union and USA standardization is concerned we have that level European Framework for foreign languages or USA based. Now Indian situation to such kind of standardizations unexplored and I have not come across.

There is no Indian….you want to say that there is no Indian standardization. So how do you ….so when you teach and perhaps…

Of course, learning language in a particular country when we can talk about I can give you an example of Russian as foreign language when we talk about CIS countries or

the Commonwealth of Independent States there once upon a time being the part of USSR still their spoken language is still Russian and when they learn Russian as a foreign language for them I do not believe it is a foreign language but in India very few people can understand Russian and I think it is not for everybody a foreign language and there has to be for example Russian for Indians, and Russian for peple from CIS countries it is different and there has to be a certain standardization.

You want to say that ...you are saying that there should be a standardization of foreign language learning in India ...

Yes. As far as European and USA is concerned they do have. They still have for example Russian also they have TORFEL, Test of Russian as foreign language which they have in their embassy also they can conduct in India itself or they can go abroad and get some and they have to themselves appear for this level and we can get the what level of Russian proficiency.

In the absence of Indian standardization what you think... are you using European Standardization or American standardization or how it is going now..?

Like, I use European standardization the Common European Framework that A1, A2, B1, B2 and ensure the requirement and we also conform that our syllabus is based on that requirement, that ability that students should gain and achieve in learning and those skills.

Do you perceive any change in the curriculum and Syllabi of the foreign language courses in your career span?

Now as far as the change in the curriculum and syllabi of the foreign language courses is concerned of course, there is change. Sometimes it is drastic and sometimes it is changing for the sake of change also, for the requirement of the demand, for the need the time. Now as I earlier question also it is all need based, requirement based, demand…. market demand and all that. That is also influencing the curriculum and syllabi to see some changes.

What are those changes that you assess positively?

Now I believe in making some tailor made courses specially keeping target to the requirement of the students of course for the students' benefit and it is among the positive.

What are those changes that you assess negatively?

Negatively when we are underestimating and just doing it for the name sake when we are doing change for the change sake. There has to be totally….as it should go with the requirement, great demand, necessity, not just for the sake of change.

Could you please share your ideas or suggestions for designing or developing foreign language courses curriculum under the current socio-economic conditions in India. What could be major considerations for you?

Now ideas and suggestions for designing and developing foreign language courses curriculum under the current socio-economic conditions in India, now major considerations for change or suggestions like I would say now you know like earlier as I come from a background where we do not have any access to foreign languages but now I am in a area where which has a monopoly of foreign languages see in Delhi NCR. Like few days back I came to know that IGNOU has launched Certificate of Proficiency in Russian language now it is available all over India. Now as we have students from all over India in the masters level students they have this…. now they can teach each and every nuke and corner of the country exposed to foreign languages thanks to the Indira Gandhi Open University which is helping students as well as teachers to continue the tradition of foreign language learning and other suggestions and ideas for developing foreign languages courses curriculum has to be …. I believe whatever the thing is going well and good and if it continues for the betterment it is going to achieve its ….

Suppose you are designing the course…. the question is …. suppose if you are designing a course under current socio-economic conditions in India, what will be your major objectives? Considerations mean what will be the major areas that you will have in your mind when you designing the programme?

Now I will see for example the requirement of the students, what do they need and what is the requirement, what is the need of the time, what is the market demand and keeping that in mind I will design such a course for the students.

What is the requirement of the students?

For example few years back medical Russian was not in demand. Recently very recently medical Russian has boomed where each and every hospital especially Delhi is concerned they need this Russian language experts for especially when the nurses are well versed in the foreign languages is going to help the employers and employee both for the better side for the betterment for the lucrative. Now keeping that in mind I have launched the Russian for specific purposes in advanced diploma level there also they have this opportunity to do medical Russian for the requirement of the nurses. They are already trained nurse now whatever they learn they are also able to communicate the same thing in Russian language keeping in mind the vocabulary and constructions.

So, the boom in the medical Russian, what are the reasons for this boom?

The reason for this boom in the medical Russian sector is different. For example Russia where we all know that everybody from India look Russia if they do not get seat in India for doing medical some or the other reason they prefer Russia where

there are plenty of seats and in Russian itself has lots of specialized courses in medical. But when they come back they have to give Indian that is another thing but Russia has another thing in their like policy that they look for their citizens, the Russians their country men and women if they have any medical this….ailment or requirement they fund their citizens to get treated and India where this medical we all know that India excelled a lot in medical sciences. We have cure and treatment for all sorts of disease and that also the best rates and cheaper rates. Russia also funds citizens to get treatment in India because they know like because of that money reasons then everybody looks all the CIS countries and the Russians they look for India for treatments, best treatments.

But the boom you mentioned was not earlier…boom is…what is changed now? From that earlier to …. the policy of Russia was that time also same?

See, it is all about India like as I told India excelled. India achieved that level. That is the thing India is not, I cannot say far behind like Germany or the US, UK in the medical treatment. India offers also the best treatment at the best level.

Thank you for participating the interview, thank you very much.

Interview 28

Date	24/02/2017
Venue	Office of the Teacher at JNU
Duration	25.12 Minutes

I am doing a PhD research on "Impact of globalization and IT enabled services industry on Teaching and learning of Foreign Languages in India" at Centre for German Studies, JNU Delhi. This interview is a part of the research and I need your consent to record it for the research purposes. Is it O.K?
Sure, absolutely.

Could you please share when you started your teaching?
I started my teaching in 1992 as a guest faculty, as a part time teacher and I became permanent in JNU in the year 2001. I am teaching since then.

Why did you teach foreign languages?
I joined JNU as a foreign language student in 1987 as BA student. I wanted to do my BA, MA, M.Phil, and PhD from here. I went to Spain on a scholarship to do my masters in teaching Spanish as a foreign language. And naturally, that was the only thing that I was equipped for and that was my passion. Therefore, I started teaching Spanish.

What are the courses that you have taught in your career span as language teacher?
In language teaching, I have taught BA, MA, M. Phil and Ph D and because we did not have COP, DOP in Spanish at that point of time.

Could you please share about those things that you liked in foreign language teaching?
What I love about foreign language teaching is that I am very passionate about the language and if I can ignite any little spark of that passion and love that I feel, I think that is the most rewarding thing. That really helps in the long run. Because, rather than getting into grammatical and literature and all that stuff, I think it is the love that you can imbibe into a student, that really is the most fruitful thing that you can do.

What are those things that disappointed you in foreign language teaching?
The most disappointing thing that usually everybody asks nowadays is how many days it takes to learn a foreign language 3 months, 6 months? For me personally, it takes a life time to learn a language. My mother tongue is Hindi and I still not conversant in Hindi. My.....English is my second language, and still there are many words which I don't know what is the meaning in English, right? So how can I claim to know a foreign language in 3 months or 6 months? So this instant thing that has come like instant coffee, it becomes…. in how many minutes you can make a

coffee and in how many months you can learn the language, which I find very irritating.

Do you think that the language teaching practices have changed in last 25 years or in your career span?
Yes definitely, they have. When I started off we had as major component was literature, teaching language through literature and we learned it through grammar and translation method which was the oldest..... and the one that has been was around for so many years. Not only language teaching, the books have changed, the communicative approach has come, and we have gone through the process of direct method and all these audio-visual methods also. So not only the FLT, the foreign language teaching, but even in terms of students interest, more and more students are avoiding literature because literature requires a lot of nuances, cultural, historical background which they lack and they do not want to know what is the cultural background of this particular book or the historical perspective of this book, right? So what I find is that people are moving away from literature and going to hardcore language learning or language teaching which is very pathetic because without culture, without history, you are missing a major part of any language.

What are the reasons for those changes?
As I said previously, that it is everybody wants instant coffee. So that's the reason.

How do you assess current employment opportunities for foreign language learners?
The opportunities have really blossomed and it has been really good for at least the Spanish department because previously, we were overshadowed by the Russian.... Studies. So, in fact, when I joined, people used to look down and say "why Spanish? Russian is the best". But because of the political upheaval and all that stuff, now the things have changed so much that now, Spanish has become the most sought... after language. But, then every year or every 5 years or after every decade, the language preferences change. So nowadays, it is Japanese, Korean and Chinese which are the most sought after and Spanish comes after that. So I really don't think that we as language teachers or language learners should depend upon what the market needs. I think whichever language we picked up, we should l be the best at it and will get the job.

Do you 441perceive any changes in the employment pattern for foreign language learners in your career span as a language teacher?
Of course, because, previously we did not have the concept of BPO or the KPO and all these and now many companies instead of establishing themselves in Latin America, they are coming in to India and established themselves in Bangalore and Chennai, in Gurgaon and they are picking up youngsters, people from 1st year or 2nd year, who hardly know how to string two sentences together, they take them, they put them on training and then they, all the time on the phones and doing tele- marketing whatever. So there is a huge demand. There is less of supply from our side. But

these....these... Children who are picked up, they really do not have the language proficiency. After being misused for several years, they do not get anything because they do not add anything to this. So they are chewed up and thrown out back into the market. Then they become bitter about it. So, these employment changes are taking place and people are not doing anything about it. Right now, the 20,000 or 30,000 packages if you are 30 years or 20 years looks very good, but a person should realise that these 30,000 would remain 30,000 for the next 5 years or 10 years.

What are the reasons for such a change?
The market has influenced the entire scenario of employability and of employment.

How does it reflect in the classrooms/ your strategies?
Again, the same instant gratification that we want to know, we want to speak, we want to start conversing in Spanish but without practising, without the whole process of internalisation of the entire concepts, it is really not possible. So, it is not a chip that you put into the person and the person starts speaking Spanish or German. It is a process, a painful practice and learning process which takes time and you have to give that time.

Do you think that market demand for foreign language experts have influenced the motivation of the foreign language learners?
Of course, definitely, in fact, it is not only influenced them, it has influenced the behaviour in the class also.

Could you please elaborate little bit....
In the sense that if a student is getting a job opportunity when he is in 2nd year, then he has to decide between his 40,000 rupees which he is getting from working at night from 9 in the night to 9 in the morning. But he or she does not realise that at 9 in the morning when he comes back, he or she has come back after the night duty, there is no physical or mental frame to attend 9-1 classes. So that affects them physically, mentally, biologically. The entire biological clock is going haywire.

Do you 442perceive any changes in the learners' motivation among foreign language learners to learn a foreign language in your career span as language teacher?
Yes, I think I have dealt with this in the previous answer.

What are the reasons for such a change in the motivation?
The change in the motivation is again because of the market, that you are getting an opportunity that you can't say no to. So you adapt yourself to the market and you ask, demand from the teachers the same thing. Because you been taught over there to meet targets, so they come back and expects us to give them target to do and it is impossible, if I tell you, you have to read Garcia Marquez, a 500 page book in Spanish and that is the target and you can't beat it because it is in the Spanish which

you would not be able to understand, without getting into the political, the cultural and the historical motivations behind it.

Teaching strategies in relation to market demand?

I try not to get influenced by what the students are demanding and what the market is demanding. I take my own pace and I try to teach them at my own pace because that pace has worked for me and sincerely think that you have to come down or come up to my pace to understand the entire language processes..... rather than just ..... a few set of rules.

Do you 443perceive any change in learning expectations of the foreign language learners in your career span as a language teacher?
I think this has also been repeated. I have answered this question previously.

Do you think that the changes in learning expectations resulted in better learning outcomes?
No. In fact I think it has been detrimental because these changes are talking about instant gratification, Right? we are in the world of whatsapp, of face book ,of instant messaging and what....what a language requires is a lot of dedication and a lot of work and a lot of homework. If you are not being able to do it and you are not doing it, then it really falls flat. So your change and expectations vis-à-vis the students changes because the students are expecting something else and you are expecting something else.

Do you think that the changes in learning expectations of the foreign language learners improved the learning ability of the learners?
I do not think that it has improved.

Do you have experimented with any special teaching strategies in relation to learning ability?
I have not experimented with teaching strategies, but what I do is within the set framework of the curriculum or the syllabus that we have to do, try to make necessary changes and adaptations and try to make ....try to make the students understand that this is the pace that a student has to get to be able to properly declare himself as proficient in a language.

Which are the textbooks that are used to teach foreign languages in your career span as a language teacher? Did the textbooks change?

Oh, the textbooks changed a lot (smiles). We used to follow a very hardcore grammar translation based book. It's like Wren & Martin in English. So we used that Greenfield and in fact many students till date are following and have photocopy of that book and fall back because the grammar has been explained quiet well. But the languages are archaic, the cultural settings are archaic. There are several loopholes in

the book which new books have tried to come and replace it and go forward. But I really don't find any problems or any conflicts if any student is using those old books along with the new books that we are using. As long as the student is learning, I do not have any issue.

What are the criteria involved in choosing a textbook for a course? What are the reasons for choosing a Textbook for a specific course?

My first thing is not only to look at the index of the book, but actually going into the book and see how much each section is dealing with. Right? So, I always look at it in terms of the skills, which are the skills that are being developed, whether it is written skills, oral skills you know the skills which are there. So depending upon the course I am teaching at that point of time, whether it is oral or written or grammar or whatever, I pick up a book on the basis of what, how much of the skills that I am requiring in the course are being dealt with in this book or the other book. And what I do is not use just one book, I use…. go as per…. this topic – this is the best book. So I give photocopies that particular chapter or that particular book and in the end the person has a got a file of several photocopies of several other books. I do not think anyone textbook would suffice or should suffice.

Do you perceive any change in the methodological orientations of the books that are being selected for specific courses?

Of course, the methodological changes are very obvious, previously it was grammar and translation, then it became the direct methodology and then we have the audio-visual methods and now we are having the communicative approach. So all these, whichever book that suits me for any particular course I use them.

You have gone through all these methodological changes…

Yes, we have matured in terms of publishing industry also, it has matured itself and taken out books which are the …over the years.

Can you ascertain the time periods where these shifts actually happened?

Shifts when they happened …in 87 definitely it was grammar and translation, when I started teaching in Delhi university in 1992, we were having…. started using direct method .Along with that audio-visual method. By 97 when I came back from Spain started talking about the communicative approach. More or less this is from my personal experience. But it is open to …

What are the reasons for such a change?

I think as human beings, we always evolve. Ideas change, our perception changes. Noam Chomsky himself changed from theory of innate grammar to three theories and said "forget all the three theories because all of them are wrong." Right? So, he left all of us confused (laughs). I think it is part of our maturing and evolving as human

beings. I think it is good, the more we keep thinking and keep analyzing, not only in terms of market expectancy, student expectancy or teachers expectancy, the better it will be . I think that is the fun that is nature of teaching.

Do you perceive any change in relevance and use of media for foreign language courses in your career span?

Yes, of course. Previously, it was very limited. Our media, for example, journals and magazines or newspapers, we had to go to embassies or go to the second hand market which is held even in places like in Daryaganj till date on Sundays I think. But nowadays, everything is available at the click of a finger, right? So, you want to know about what is happening in Spain, I just type Elpais and everything comes of this very second. So the media has changed and this change is also been reflected in our classrooms, right? So we have got media files, we have got you tube, we have got songs which are put online and we can use them foreign language learning. So the media and things have improved. We can see the physical transformation in the classrooms.

What are the reasons for such a change in the use of media?

Technology has over taken all of us. So I think it is the part of our evolving as human beings. And the better we use these technologies to incorporate the students and keep them interested is better for us as foreign language teachers.

Do you implement the Digital Media for language teaching?

Of course I do.

What are the criteria that are involved in your selection of digital Media for teaching?

That is a very still in process because I first and foremost I don't look at the Wikipedia at all that being said I look for academic sites and there are many sites where not only you have media file but also the entire class, the activities which are involved on the recess of that media file exists . So supposing I want to show a movie, the entire activities which are there pre movie, during the movie and post movie, it's all over there. So if you can look for the sites you get so many good ideas which you can implement and you can keep the interest of the students and teach them not only the language but also the culture and the history that I am taking about. So the entire package is given in the very nice manner.

How do you assess the digital media intervention in improving the learning outcomes?

We are currently working in a project of the National Mission of the education for ICT of the Government of India. Myself, Gaurav, all of us have developed courses under e-pathsala and another MOOC, the massive open online courses. So we will be

having 16 papers in Spanish which are dealing with different aspects of the language, literature, culture, civilization everything. In that we have a section called self assessment where every time the student goes digitally and is able to assess himself in a very neutral environment. What, how much he has learnt and how much is she or he is not learned and how to go back again and revise with sections. So technology does help us in that way that it can give you instant and neutral feedback rather than getting into because I am a woman, because I am a man, because I come from this region or because I am there and I am being victimized. No it is a very neutral computer who is sitting in front of you and telling you, please read this, please revise that. So the student doesn't feel uncomfortable and the computer doesn't feel anything at all. In a teacher-student relationship, a lot of personal and unprofessional and professional things get involved. So technology is a very neutral thing to us to assess yourself.

You mean that it has improved …

I would sincerely suggest that it has improved and it has really added a lot advantage to the students. The personal attention of the teacher is good in the classroom but the personal intervention or the personal criticism of the teacher is taken care of by a computer which makes it quiet impartial.

How do you assess the digital Media intervention in relation to improving the learning ability of the learners?

The learning ability of the learners also improves because they do not get bogged down by these extraneous data. They are sitting in front of the computer and the computer tells them this is it and this is how many rights and these are how many wrongs and this is it you need to improve. Students also takes it because he is sitting in front of computer and he starts thinking like a computer, he says ya, these are the mistakes I have made and this is what I have to do. A teacher is always perceived in the sense of is he victimizing? Is he favouring….favouring me? or whatever, right? So I really think that learning output improves by having an impersonal evaluation without removing the teacher from the classroom.

European Union (CEFR) and U.S.A (ACTFL) have implemented standardized proficiency levels as learning objectives in the foreign language curriculum and syllabi. How do you assess the Indian situation to these kinds of standardizations?

Indian situation is quite bad because I don't think that we have got any standardization of anything. Right? Why only language teaching, I think, schools also don't have any standardization. You have got, CBSE, you have got ICSE, you have got local boards and you have got so much of confusion because students who is getting a 99% in ICSE might be getting 60% in UP board or any other board. Right? So there is no standardization and I think what we require right from the school level to the University level, in all disciplines, to have a standardization; for class X- you have got one standard, for class XII you have got one standard, for BA you have got one standard, for MA you got one standard and much more so for foreign language

teaching because we either we go to the European Framework, or we follow the US framework. So I really think that the time has come to pull up our socks for standardization for our own educational system.

Do you perceive any change in the curriculum and Syllabi of the foreign language courses in your career span?

Yes, I have already explained that previously that there has been a marked change in terms of textbooks, in terms of curriculum and syllabus planning. In fact we keep updating our syllabus every time every 5/6 years and it is again time for us to sit on it and work on it.

What are those changes that you assess positively in curriculum and syllabi that you come across…?

Oh, a huge amount of material has come up, a huge amount. Previously, when we were limited only to Greenfield, now we have got so many books that we get confused that which book to use and which book not to use. So, I think we are spoiled for choice. And there is a huge variety and it is wonderful because the more the area, more the better. So if the student says, I am not finding this activity interesting, we can give him 20 more options and that person can choose that.

What are those changes that you assess negatively?

The negative point is exactly that if you have got too many choices then you don't know what you are eating and what you are consuming. So, you might end up with a bad belly ache.

O.K, (laughs) could you please share your ideas or suggestions for designing or developing foreign language courses curriculum under the current socio-economic conditions in India. What could be major considerations for you?
My major consideration would be to ensure that education should be made freely available to as many people as possible and in that sense I think that the digital world is really helping us a lot because through project like NME ICT e-pathsala, free of cost, providing our expertise, the departments expertise to I don't know how many students but who would really want to learn and changing their lifestyles. There are people in so-called hot spots, the touristic hot spots in north of India like Agra, Benaras, Khajuraho who do not have access. And their little kids running around speaking Spanish and many times it is ungrammatical because they just picked it up from the tourists themselves. If they go through these courses without even without intervention of a teacher being present over there, then at least they can improve their language and improve their livelihoods there a lot over there. So I think a well-planned curriculum which is there on the digital world for everybody is a very good option rather than make education to a business like as it has been done in Spain and unfortunately in the US. So I think education should be made freely available.
Thank you very much Sir.

Interview 29

Date	24/02/2017
Venue	Office of the Teacher at JNU
Duration	40.24 Minutes

I am doing a PhD research on "Impact of globalization and IT enabled services industry on Teaching and learning of Foreign Languages in India" at Centre for German Studies, JNU Delhi. This interview is a part of the research and I need your consent to record it for the research purposes. Is it O.K?
Ya, it is fine.

Could you please share when you started your teaching?
I officially joined Jawaharlal Nehru University in 2006 December. Before that I had taught already at Amity University and IMT Gaziabad. So if you take that into consideration, one year prior to joining JNU, that is like 2005 onwards I have been teaching till date.

Why did you teach foreign languages?
I joined Spanish because I was told that foreign languages have better prospects. I had somebody known in foreign languages. Then when I got admission I got interested and from there onwards people started asking me for help and that is how I discovered that I am good at teaching and explaining things and I enjoyed it.

What are the courses that you have taught in your career span as language teacher?
Initially I started with grammar which was always my favourite. People found certain aspects of grammar difficult to explain but for me it was always more challenging and interesting. I also taught pronunciation, oral expression, written expression at the graduation level and later I started taking linguistics, introduction to linguistics and applied linguistics at masters' level. Also I have been a co-supervisor for research guidance at M.Phil level. So, mostly my area of specialization has been the foreign language teaching and learning.

Could you please share about those things that you liked in foreign language teaching?
Foreign language teaching I like other regular subjects provides for a more dynamic classroom interaction. It is not a simple one way traffic from the teacher to the student. Student being considered as a recipient rather it involves a very active participation behalf of the students. So it is not monotonous where you have been teaching the same thing for years together, because with every batch the learning experience changes. So in that sense foreign language aspect talk about culture you can devise certain things and there are curiosities and people started introspecting

their own culture and language and that is a very positive change you can bring about for the learners as well as it is a learning experience for teachers.

What are those things that disappointed you in foreign language teaching?
Well, not many as such, but certain things for sure. When for example if you are putting in certain inputs it is not that you alone can carry whole class with you, you also need a positive reaction for the same effort some sincerity from students side as well. Now if you have so many students there are always good students there but the point is that you also tend to take the whole class together and the ones who stray away or deviate from the path actually cause a lot of disappointments and distraction. So that is something which for a language teacher that is a major challenge and in an institution like JNU there has been across centres that the students they do not have any attendance system, so the teachers are at times get frustrated. Because you come prepared to take class and the students are not there. Today probably there is a university strike...so you never know things can be really...unpredictable here.

Do you think that the language teaching practices have changed in last 25 years or in your career span?
Well, I have been in this field since 2000. So yes, I have seen certain changes in fact I myself brought in after thinking that yes, there was a need. Earlier the emphasis was mostly on grammar and the books and manuals were of similar nature. Now students are more aware. They know many things about the culture. Internet provides them all the more relevant as well as irrelevant information. So the role of the teacher has become all the more challenging, because the learner is not that naive or ignorant anymore. Moreover ready to bring in technology mechanisms of valuation instead of just simple written examinations for example I have asked my students to prepare videos something like introduction to JNU for somebody is coming from Spain and that is their evaluation. So these things were probably not there earlier and yes, they are evolving still, something like the work that you are doing was so long neglected. I believe there was one publication by Y.C Bhatnagar long ago somewhere in 80s or something related to...on foreign language teaching. We had other sections like French centre conducts for school teachers training programmes but then again it is still not that organized, structured. Even the faculty programmes that they conduct refresher courses, orientation programmes actually are very let us say not focused, not pin pointed. They are vague. They do not really add up or enrich the person rather it is just technicality it has been met with.

You perceive some changes in teaching practices and what are the reasons for those changes?
Well, as I told you that the student awareness is higher also earlier you had very few opportunities but now they have multiple options to choose from. Especially many companies, back process offices they set up in different parts of India. So that also impact now people are taking interest because it is monetarily satisfying, remunerative. So that way teaching aspect is also taken that into consideration, the

numbers have increased. So the teachers also want the students to be placed in good institutions or companies.

How do you assess current employment opportunities for foreign language learners?
I think the outsourcing process probably was initiated towards 2000 onwards. So at that point of time I could recall there was even, for German it was already there but for Spanish I could recall that there was a full page advertisement in news papers and it said abala sespanio, you speak Spanish... something of that kind coming into the newspapers in Delhi is remarkable. And it was the big time because you knew for an engineer you will pay this much for a doctor you will pay this much but for a language expert what should be the payment criteria that was not clear. So people could land up really good salaries and packages depending on their negotiations and negotiating skills as well as their experiences and qualifications. That was there. But over the period of time there has been a bit of stagnation. The current employment scenario is good. But it is not let us say half I said like it was earlier. Because you could negotiate and ask more, and employer was not really aware, could not understand how and in which category to place. And there was a lot of onsite projects many of my batch mates joining companies rather all of them had the chance to go abroad. That has come down now, but still good, people can get good jobs.

Do you perceive any changes in the employment pattern for foreign language learners in your career span as a language teacher?
I think I just explained all.

What are the reasons for such a change?
Well, as I told you that earlier it was a bit of ambiguous, how to and what kind of work a language expert will be doing in an organization. Now the role is very specific, numbers have increased, more institutions have come up for language training. They know that for the language leaner you do not need a PhD per say for every call or back end office require you just need somebody who have done probably a diploma or can anyhow manage it. So people have started you know hiring those who are simple graduates or just even not even graduates for that matter. The market has changed in that sense.

How does it reflect in the classrooms?)
Well, in JNU you do not go really with the Market in consideration. We have been teaching the way we were taught and the content has not changed much. The process of imparting classes yes. But moreover...I mean .....more or less the content is similar. You add the presentation style, digital media, internet and other things but still more or less as it is used to be earlier. Content wise, not much.

About the students profile or how the students.....
In case you JNU you are well aware, that JNU has very inclusive structure, it tries to provide access to education to the remotest possible part in India. So we have always

had students who have I mean from let us say, weaker sections, lesser privileged sections. Over the years the composition has remained more or less intact. Little bit difference has come because of more awareness in the city learners about language options so they are applying more now.

Do you think that market demand for foreign language experts have influenced the motivation of the foreign language learners?
Indeed. When we start a class BA first year we ask people what was the reason that you chose that particular language. And many times answer is because we need job and there are opportunities. So that is a motivation indeed.

Do you perceive any changes in the learners' motivation among foreign language learners to learn a foreign language in your career span as language teacher?
Well, in beginning it was not I mean, people were not aware that much. But now the scenario has changed. So many of them applied in fact Spanish is probably after French second most sought after in the school of languages. So that in itself speaks for the perception change in the society or among job seekers or youth.

You want to say that it was not like that earlier?
It was not like that. Because earlier people knew about German, they knew about French. In many schools you could go and find German, French as the language options. But nowhere would you find Spanish. Now you just go around you have all the major schools international or Delhi based state level have Spanish. Many of my students are teaching in different schools and colleges.

What are the reasons for such a change?
Well, precisely people are always on the lookout for job opportunities. So if you take a regular job prospect into mind like regular graduation then probably you do not have many options. But with the languages I mean, I could recall that I was told that if irrespective of the language course that you have taken, because some languages are considered more benefitting than the others like students today spoke about Japanese, German, French, Chinese now with the market opening up and then you had Persian, Arabic and others were taught probably not that way also Russian market is reviving. So I was told that If you are good in any of the languages you will not buy a funga. You will find a good job. You will be earning good enough. So I think now the students they come with this idea yes, that I can get a good job. Instead of going for a regular B.Sc or BA course then going to MA and then possibly in NET/JRF scenario also you have to fight out so many of them.

Do you I mean as motivation is already influenced by the market demand, as you have said; is there any teaching strategy from your side in the classrooms?
Yes, we did I mean the course was already there. Something the content was about business Spanish so that was already there and over a period of time we have brought about modifications in the same. Also applied linguistics and introduction to

linguistics this knowledge and especially the applied part is also been revived and expanded the gambit has been expanded so as to include more teachers more students want to go for teaching jobs not just company jobs.

Do you perceive any change in learning expectations of the foreign language learners in your career span as a language teacher?

Learning expectations of the students have been more or less I would say the same. Because you know it could be hard to generalize good students always want to learn more, more and the expectations from the system as well as from the teachers is that they are provided maximum as much as possible in whichever way. So we try to cater them, cater to the needs, the ideas and expectations demands. And among students who were average the perception they have changed. Because now they want to learn but the learn the part which is related to the job later on. So they want to emphasize that part their expectations are that o.k, let me finish the first two years and then I will be landing up with good job. That is always there. The good students always stay finish the masters go for the research levels. But onset of outsourcing and BPOs coming up big companies coming in some good students also left even I can recall a PhD student who had a wonderful track record finally what convinced, no, probably that the academic line is not his call and he is doing pretty good. He is market head in Brazil.

Do you think that the changes in learning expectations resulted in better learning outcomes?

If the students get motivated then it will definitely reflect in the outcomes, because motivation is a major boost. Whether it is just for monetary purpose or for enriching your knowledge or getting a scholarship for that matter anything which can motivate you to learn languages will definitely show the better outcome.

Do you think that the changes in learning expectations of the foreign language learners improved the learning ability of the learners?

Well, the ability of learner....learners are of all kinds and learning ability of a person you know the way I see it is like o.k, if my expectation is to achieve something, if I have set a target then I start working towards it. But then again I am not really let us say in favour of or my philosophy is not that the hard work will always get you the result. Because you have at construction sites also people working really hard. I do not know what their targets are really like but I am not really sure that they want to live that life. So if you really want to have a target and achieve it is not simply the hard work, it is intelligent hardworking. So you have to know how to work, how to enhance and develop strategies really achieve those targets and then you will be....it is said that harder I work the luckier I get. So, luck will also favour you.

Which are the textbooks that are used to teach foreign languages in your career span as a language teacher? Did the textbooks change?

Indeed yes. Earlier the books were more based on structures and structures were asked to be memorized, internalised that was the way you know many of us learned. Now the textbooks are more emphasizing the task based or communicative approach. So they try to create authentic tasks I would say inside the language classrooms that some interaction, real communication happens inside the classrooms. Those textbooks are now there.

What are the criteria involved in choosing a textbook for a course? What are the reasons for choosing a Textbook for a specific course?

Well, criteria for languages as I told you that communicative approach that is the one followed but specifically in our centre we have maintained grammar, oral proficiency, and written proficiency separate. So for example if I say grammar then I have to precisely take a book which is on grammar. I cannot have an all inclusive book. So, in my case I have to take that but for example in the other courses first year, second year where you have Spanish language where it is mix, then the other books where it is communicative approach is followed is employed.

Do you perceive any change in the methodological orientations of the books that are being selected for specific courses?

I have just mentioned that.

Do you perceive any change in the teaching methodology followed by you in your career span as a language teacher?

Indeed. You are aware that for becoming a language teacher, an assistant professor in India, you need NET/ JRF or basic minimum qualifications are these. But the NET/ JRF is again very informative kind of exam which is data based, how much data you have been able to cram up throughout the years.

Your NET/ JRF in 2006?

2006.

That time it was subjective no?

Subjective, yes. But it was again asking you about the literature, personalities and storylines. So let us say even if you knew that but are you trained at any point of time as to how to teach and thus learn your own, hands on training. So at that point of time when I was teaching I did not know many things but things were going fine. So I was happy. But later on I went through professors' training course in Spain and Holland and then the various aspects of curriculum design, classroom planning, the way I interact with the students, intonality, the eye contact, how you, you know, relate one activity to the next , how do you go about with the evaluation all those aspects were taken up and I was thoroughly trained in those and once I was back I could see there was a difference.

Do you perceive any change in relevance and use of media for foreign language courses in your career span?

It is something which is unavoidable, inevitable. That is going to happen and it is already happening. Earlier you did not have access to so many things. So, you always dependant on textbook black white. We all know that audiovisual media is more impactful it has retention and also perception and understanding. So many things are there which can be channelized through the digital media.

Do you implement the Digital Media for language teaching?

Yes.

What are the criteria that are involved in your selection of digital Media for teaching?

The criteria is always to….first of all to make it more impactful. If for example I tell you that it is cultural thing, that if I simply give you a text about a festival obviously that is not going to evoke the same response or the understanding vis a vis a clip or a video audio about presentation of that thing on students curiosity. We can have an interactive session on, because not much time is not lost in reading the whole text then explaining it.

How do you assess the digital media intervention in improving the learning outcomes?

The learning outcomes have also improved because the boringness or monotonous reading lectures or just teacher intervention discourse was changed and now the emphasis is to create more of interactive patterns. Earlier there was just the teacher without the digital media. Now you have with the help of digital media you can show as many people you want to and ask students to simulate same, that helps indeed.

How do you assess the digital Media intervention in relation to improving the learning ability of the learners?

Students can have access to those media contents, materials. It is really important that the teacher does not keep to themselves, himself or herself and provides access to the students so that they can you know device, learn obviously if they are learning natural communicative conversations happening in the native country they learn better. The pronunciation, intonation then you also have better vocabulary selection, culture knowledge so much.

European Union (CEFR) and U.S.A (ACTFL) have implemented standardized proficiency levels as learning objectives in the foreign language curriculum and syllabi. How do you assess the Indian situation to these kinds of standardizations?

The standardization was more for the purpose of socio-political reasons there. The Indian scenario has been let us say not ignorant but still not that active. We have a language policy which allows to know three languages so that is helpful. But again we do not have any standardization till now. It would be nice if we could have a standard set so that mobility is there. One students whomsoever is there in the northeast for example starts learning Spanish can come to Delhi or somewhere else in India and continuing with the same course just by defining the levels. So that is helpful for the learners, because you organize every aspect of the knowledge, information in a more logical format.

Do you perceive any change in the curriculum and Syllabi of the foreign language courses in your career span?

Not much. But definitely these things keep evolving. With the requirements of the students it has changed. But I will not say that it has changed drastically as such.

What is that student requirement that made you to change?

The student requirement is when I was talking yes they also need to go out and start working. Not, when I say they need to go out and working, simply in the sense of going and working in a company, also the requirement of teachers has increased. Number of institutions teaching Spanish is increased. So now you have to take into consideration applied linguistics in a proper fashion and you have to see students do clear NET/JRF exams so you have to prepare them accordingly. That requires more focused approach.

What are those changes that you assess positively in relation to syllabus and curriculum changes?

The syllabus has changed to involve I mean make it more inclusive and appropriate as per the needs. So something which can be said as negative, I do not think so, that I can really highlight anything negative about it. Because it has been a natural evolution first, you cannot really avoid it. You have let us say ICT now, the information and communication technologies coming in, and job sector is evolving, people have started exploring more. So those factors have been harbingers of a good change. I cannot really tell or mark any negativity out there.

You have experiences of working with E-pathashala also. Could you please share your ideas or suggestions for designing or developing foreign language courses curriculum for the current socio-economic conditions in India. Suppose if you are designing and developing, what could be your major considerations?

The EPG Pathasala, presently the MOOC, massive open online courses, the Swayam platform the way it is called now its origin or the idea behind it was making more accessible education because you cannot have universities coming up but it is a kind of a, kind of makeshift, kind of a hasty decision and implementation, has not been let us say very streamlined as such. So the ones who are doing it are also aware of it. At

the administrative level at policy decisions at higher level, in UGC level also we never had any meeting. They are also of the opinion that sir, we are also learning. So the idea is to make it accessible, education accessible, quality education is accessible but it will still it will take some more time before it actually get really beneficial for the learners. These are videos but if you go by statistics in the US MOOCs have been not that productive, you have Course era, you have other Mooc platforms to learn but then again how do you gauge the actual motivation and how do you enforce or really put a check to whether the progress has been done by the student or not and the dropout rates there massive, huge. So this is something which is still evolving.

But suppose apart from that suppose if you are designing foreign language programmes what could be your major considerations, or what should that course should do ?

See any course, whenever you design a course you will have to see for whom you are designing. So until and unless you know you cannot have a single course for all of them. So that will completely depends on for whom I am designing it.

You will design as per the socio-economic requirement of the groups….

As per the requirement of the group, but if it is like a programme of a certificate Spanish programme and you want to just feel on the language o.k, fine the regular content which comes in certain part of communication, communication tasks and then the corresponding grammar contents, cultural socio-political all those contents will be provided as per you know you will put a structure to it weekly classes, videos, assessment those things can be done.

Thank you very much sir.

Interview 30

Date	7/03/2017
Venue	Office of the Teacher at DU
Duration	18.44 Minutes

I am doing a PhD research on "Impact of globalization and IT enabled services industry on Teaching and learning of Foreign Languages in India" at Centre for German Studies, JNU Delhi. This interview is a part of the research and I need your consent to record it for the research purposes. Is it O.K?
Sure, Ya.

Could you please share when you started your teaching?
I started teaching Italian just language and culture in 1994.

Why did you teach foreign languages?
I had studied Italian many years in Italy. I came back and immediately got this job. So, first of course, just very part time. I started like that and then gradually become more and more full time.

What are the courses that you have taught in your career span as language teacher?
Well, COP, DOP, ADOP, BA, MA, M.Phil all and also FLE which is a post graduate diploma course in foreign language teaching, foreign language education.

Could you please share about those things that you liked in foreign language teaching?
In foreign language teaching, one is that in teaching of a foreign language, you are opening up a new world, a new culture to students who have no idea about it. So you are gradually giving them the tools, you are enabling them to enter into a new world. So that is very nice to let these students get to know about different cultures that the things are done differently, the people think differently, talk differently, eat differently, everything. So it is very nice to share this with others.

What are those things that disappointed you in foreign language teaching?
May be most of all, well... not in foreign language teaching but in my experience as a teacher is not always having adequate support from other teachers. That was the problem.

Do you think that the language teaching practices have changed in last 25 years or in your career span?
Ya, Yes, I do think so. In last 25 years they have changed both from the side of the teacher and the students. Who are the students coming to learn Italian that has changed a lot from 80s and 90s to today?

What are the reasons for those changes?
I think, mainly it is that earlier education in foreign language like Italian was more just for the elite and now it is much for the masses. For many more people not just the elite, the highly educated people, the English knowing people only.

How do you assess current employment opportunities for foreign language learners?
Well, in all these cases I am obviously answering only for Italian. Ya, ya, in fact the employment opportunities have grown with the growth in IT and Call centre services, guiding etc... So it is no longer just the academic positions. Once upon a time it was much more just that and that was much more restricted. Now it has been thrown open to people who have just done the BA and have not choosing to go to academics as such, many of them getting the jobs with the knowledge of Italian in these sectors.

Do you perceive any changes in the employment pattern for foreign language learners in your career span as a language teacher?
In the employment pattern, yes. As I have just said, yes. Earlier you could have just go to the embassy for something that comes up once in a while only and not for very many people or you are going to teaching and even that is limited. Now you have all these other jobs because of the growth in these sectors.

What are the reasons for such a change in employment pattern?
I think, globalization is a change. Change in the society, that is a change like there is so much more mobility. We have students coming from small towns; we have here girls coming from small towns that did not happen in the 80s.

How does it reflect in the classrooms/ your strategies?
One of the differences is of course; you have students who are not just the Delhi elite. In the 80s when I started for example, had the professors of English language who wanted to read Dante in the original. So it was more like that. Today you have people who do not know English. There are many people. So one of the big change is that we cannot English as a common platform and we cannot use only Hindi either. So that is one of the changes for teaching. The classrooms are much more heterogeneous, it is much more mixed. These are some of the, and they are much bigger.

Do you think that market demand for foreign language experts have influenced the motivation of the foreign language learners?
To some extent, yes. Because the students know that they can finish the BA and get a job, if they are good enough. If they are good, they will get jobs. So that is of course, is a motivation especially for the boys.

Do you perceive any changes in the learners' motivation among foreign language learners to learn a foreign language in your career span as language teacher?
Yes. Earlier it was more for cultural reasons and for personal reasons and now it is also for financial reasons or mainly for financial reasons, because they will get jobs.

They will get better jobs than if they did not know a foreign language and they would have probably got job even otherwise, but now they can get a better jobs. If they can combine like, IT skills with foreign language, knowledge of a foreign language, they can get a better job.

What are the reasons for such a change in the motivation?
Again, that the market offers this and it did not, 25 years ago.

Do you have any experience in teaching strategies in relation to market demand?
Well, one for example is that the students need to speak fluently. It is not no longer just something, that is for writing or reading which was the case earlier. Now it is also oriented a lot towards communication. This is one of the big changes.

Do you perceive any change in learning expectations of the foreign language learners in your career span as a language teacher?
Again more...more.... emphasis on the spoken language than just written skills.

Also students expect more to speak?
To be able to speak and communicate fluently, and they do not want to just read a text.

Do you think that the changes in learning expectations resulted in better learning outcomes?
I think that has not changed much.

Do you think that the changes in learning expectations of the foreign language learners improved the learning ability of the learners?
Not much.

Which are the textbooks that are used to teach foreign languages in your career span as a language teacher? Did the textbooks change?
Yes, they did. Because earlier there was more emphasis on grammatical translation method, now the emphasis is on communication and communicative approach.

What are the criteria involved in choosing a textbook for a course? What are the reasons for choosing a Textbook for a specific course?

For Italian, the change is that I have seen, is based on you know, studying the.... like getting the feedback that we get from the students in the linguistic production to see the progression in language acquisition which are the tenses learned, in which order and to get the textbooks that reflect the same progression so that there is no difference between the kind of learning that is going on and the text book because that would mean a loss in efficiency. So we change according to that and we change from grammatical translation method to communicative approach.

Do you perceive any change in the methodological orientations of the books that are being selected for specific courses?

Yes, as I said, from the grammatical translation method to the communicative method. Communicative approach and post communicative approach. So, I am giving, including some things that not strictly there in the communicative approach but that have come up later, ya.

Do you perceive any change in the teaching methodology followed by you in your career span as a language teacher?

Yes, I do. Not only because of the changes in the students and their motivations also you know, you try to go along with that in your teaching also because of the changes in.... that have come about in the methodology and approaches in language teaching which has become more learner centred and… and also other things that I was not aware of, let us say in the 90s. So you know, you come across new things as you are teaching and you tend to adopt them and use them in your own teaching.

What are the reasons for such a change?

Time, mostly time. Because in 25 years very many things changed. So language teaching also changes.

Do you perceive any change in relevance and use of media for foreign language courses in your career span?

For example, in the use of internet, yes, cell phones and so, you know, no one uses floppy disk any more for writing and so, there are students always checking on Google translator and also there has been lots of changes of that kind. Then, so, all that is coming up today, the students are savy about that and are using them all the time. Not only students because teachers you get so many resources on the net that we use all of that.

What are the reasons for such a change?

The availability, yes.

Do you implement the Digital Media for language teaching?

Of course, yes. But it is limited because of the infrastructure available that we do not have access to internet etc...etc...

What are the criteria that are involved in your selection of digital Media for teaching?

Mainly practical criteria, as to what I can and what I would be able to use in the classroom.

How do you assess the digital media intervention in improving the learning outcomes?

It is very helpful. It is very helpful I find. Not only for the students but for the teachers because they can get access to so many things which otherwise we do not so many books, we do not have so many things in the library in the printed form so, I can access a lot of material that I would not otherwise able to.

How do you assess the digital Media intervention in relation to improving the learning ability of the learners?

Learning ability to some extent, that is more autonomous work. Yes, yes, so, you know the students are not only there passively, but they can actually do things on their own also.

European Union (CEFR) and U.S.A (ACTFL) have implemented standardized proficiency levels as learning objectives in the foreign language curriculum and syllabi. How do you assess the Indian situation to these kinds of standardizations?

Well, one is I mean, when you are talking about Indian situation we have to see like the courses offered by the cultural centres which are just language courses that is one kind and the institutions teaching language is one kind and the university has other aims. It is… so, the university can not follow the just those levels because we are aiming for academic work more. It is not just communication. The European union, the CFR the Framework was came about at a time when there was mobility within the European union, students needed to go from country to country, it was much more of a practical thing. What we are trying to give here is not only practical but also academic. So it can not follow the European union framework and their levels exactly. We will take part of it and not all of it may be ,so there will be this level in the different abilities and we will add other things for example, reading literature etc… which are not there in the descriptors of the levels from A1, A2 onwards, ya.

Do you perceive any change in the curriculum and Syllabi of the foreign language courses in your career span?

Yes , we have changed at least two or three times and one is definitely because of what we have got from an assessment of learner corpora, that is you know, in applied linguistics we have analysed the linguistic output , mainly that thing of the students and on that basis we have added things. One simple example is that earlier in the universities' syllabus no one would have thought of introducing punctuation. But on studying our students writing we have seen that they have big problem with punctuation, where to put capitals because capitals for example, are not there in Hindi. Students have a problem with that. So, they just put a capital anywhere and you do not know, whether it is a new sentence, etc… So it makes difficult to understand and apart from being an error. So we have to introduce that in the first year of university syllabus. So, things like this.

What are those changes that you assess positively?

Changes, we revised this also because …also because from year to year like what was earlier taught in the third year and was new let us say, for 10 years ago as generations go by students take that for granted and you can may be do it in the second year. So, you can bring things forward from the third year, the things that we have done in the end, you can start introducing them even at earlier levels. So we have to make changes also to accommodate that.

What are those changes that you assess negatively?

Changes in the curriculum and syllabi…, one change is that now since we have larger classrooms the learning is slower. Everything becomes more difficult, more complicated and slower.

Could you please share your ideas or suggestions for designing or developing foreign language courses curriculum under the current socio-economic conditions in India. What could be major considerations for you?

One is to not to teach either through English or Hindi. But to teach let us say, Italian to.... to…. I know that literature for example is important, is important for the university teaching, but I think we should make it start later when the students are already more proficient with their language and have less uncertainties about the language. We should have smaller groups for our teaching so that, you know individual work with each student not possible. Right now our cut off, or the number of students in one class is 39. So, that makes it impossible to go fast or to check everybody's work unless only once in a while. So, I would say making smaller groups so the curriculum can use like group work not so small but enough for group work but may be 15 to 20 and not 40 students. So making the curriculum for that, so that one can also proceed at reasonable pace.

Thank you very much Madam

Welcome!