

ABSTRACT

The English language arrived in India with the British around 400 years ago. We were forced to study English as colonial subjects. It is frequently said that although the English freed India on August 15, 1947, their language persisted even after our independence. We had a choice, and we decided to stick with English. The status of English in the nation was one of the confusing issues we had to deal with shortly after gaining our independence. English held a privileged position in India before independence. It served as the administrative language, a required course in both school and college, and a medium of instruction for all university-level courses and certain school-level courses. Employment opportunities were made possible by it, and someone who did not speak English was not regarded as truly educated. To move up the social scale, one had to be proficient in English. It became fashionable, if not a fad, to speak English. English has therefore long played a significant part in both our national life and educational system. It fostered the expansion of togetherness and nationalism. The purpose of this paper is to provide an overview of English language instruction in India, including its function both before and following independence. The learning and acquisition models used in English instruction are also covered in this study.

Keywords: English Language, Constructivism, Perspectives, Acquisition, Learning, D.O.P-A New Paradigm.